

Course Assessment Report - 4 Column

Great Basin College

Courses (EDU) - Early Childhood Ed

Course Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>Courses (EDU) - Early Childhood Ed - ECE 190 - Profresslism/Early Care - Self-sufficiency and Interdependence - At the end of the course the students will be able to: research and discuss the importance of self-sufficiency and interdependence in Early Childhood Education. (Created By Courses (EDU) - Early Childhood Ed)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Quiz #1 Reflective Essay Questions Culminating Paper</p> <p>Assessment Measure Category: Exam/Quiz - Standardized</p> <p>Criterion: N/A</p>	<p>05/18/2012 - Through reading assignments, independent research and viewing the Introduction and Chapter 1 Power Point, the students acquired the understanding of self-sufficiency and interdependence as it relates to effective leadership skills for teachers of young children.</p> <p>Quiz #1: Median 18/20; Average 18.1 Ch. #1 Reflective Essay Questions: Median 40/40 Average 37.3 Culminating Paper: Median - 40/40; Average 32/40 12/14 completed the culminating paper.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>09/01/2012 - To begin the on-line course, the students were expected to read the syllabus, follow the on-line learning modules and then complete the sequence of required assignments weekly. I administered a 10 question quiz worth 20 points bi-weekly on each chapter to ensure that the students were reading their material. To ensure meaningful learning, the students completed a set of Reflective Essay questions on the same chapter/Power Point lecture the following week. The essays were very rigorous and required a great deal critical thinking. In the future, I will continue to offer the course content in the same format. For future planning, I will limit the essay questions to five or less per assignment. Many of the papers that were posted weekly were 10 to 15 pages in length.</p>
<p>Courses (EDU) - Early Childhood Ed - ECE 190 - Profresslism/Early Care - Motivational Theories - At the end of this course the students will be able to: compare and contrast motivational theories through research and personal leadership interactions. (Created By Courses (EDU) - Early Childhood Ed)</p> <p>Next Assessment: 2016-2017</p>	<p>Assessment Measure: Quiz #2 Ch. # 2 Reflective Essay Questions Discussion Board Assignment</p> <p>Assessment Measure Category: Exam/Quiz - Standardized</p> <p>Criterion: N/A</p>	<p>05/18/2012 - The students were successful in comparing and contrasting motivational theories. In addition, they were able to apply what they learned by matching theories with leadership practices carried out in their local communities.</p> <p>Quiz #2: Median 20/20; Average 19.5/20 Ch. #2 Reflective Essay Questions: Median 20/20; Average 19.5/20 #1 Discussion Board: Median 40/40; Average 39.7/40; Critical Thinking 100%; Connections</p>	<p>05/18/2012 - I feel that I can be more intentional in my approach by staying focused on the course outcomes. I will update quiz questions based on recent research and new text editions.</p>

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<p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>		<p>100%; Timeliness 100%; Replies 100% and Stylistics 85%; 14/14 completed the 1st Discussion Board.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	
<p>Courses (EDU) - Early Childhood Ed - ECE 190 - Professlism/Early Care - Effective Communication - At the end of the course the students will be able to: practice effective communication strategies and determine the ways in which verbal and non-verbal communication differ. (Created By Courses (EDU) - Early Childhood Ed)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Quiz #3 Ch. #3 Reflective Essay Questions</p> <p>Assessment Measure Category: Exam/Quiz - Standardized</p> <p>Criterion: N/A</p>	<p>05/18/2012 - The students assessed the leadership qualities and competencies required to effectively communicate in verbal and non-verbal ways as a means to build partnerships with co-workers and families. (Also interviewed community leaders addressed in Reflective Essay). Quiz #3: Median 20/20; Average 19.5/20 Ch. #3 Reflective Essay Questions: Median 20/20; Average 19.5/20</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>05/18/2012 - I will update quiz questions based on recent research and new text editions. I will provide a two-week window to complete the culminating paper. I will continue to grade stylistics in writing while providing recommendations through feedback.</p>
<p>Courses (EDU) - Early Childhood Ed - ECE 190 - Professlism/Early Care - Effective Leadership - At the end of the course the students will be able to: explore principles of effective leadership and advocacy for young children through researching public policy. (Created By Courses (EDU) - Early Childhood Ed)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Quiz #4 Reflective Essay Questions with Public Advocacy Research Embedded Discussion Board Culminating Paper</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: N/A</p>	<p>05/18/2012 - The students researched and reflected on advocacy policies and initiatives surrounding Early Childhood Education and Practices: NAEYC, Early Care and Education, Nevada Pre-K Content Standards in Practice, Nevada Early Childhood Registry and P-3 Initiative. Quiz #4: Median 20/20; Average 18.8/20 Ch. #4 Reflective Essay Questions: Median - 40/40; Average 33.8/40 Discussion Board: Median 40/40; Average 34.3; Critical Thinking 86%; Connections 86%; Timeliness 86%; Replies 86% and Stylistics 86%; 12/14 completed the Discussion Board Culminating Paper: Median - 40/40; Average</p>	<p>05/18/2012 - Discussion Board Assignments are on-track with student outcomes. The students didn't do as well overall on the 2nd Discussion Board. Two students did not complete the 2nd Discussion Board assignment. I also grade more stringently as the semester progresses. I believe students' work should progressively improve throughout the semester. I feel that I need to reiterate the guidelines prior to students posting their 2nd Discussion Board. Scores plummet if students use texting grammar. No changes will take place in this area.</p>

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		<p>32/40 12/14 completed the culminating paper.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<hr/>
<p>Courses (EDU) - Early Childhood Ed - ECE 190 - Professionalism/Early Care - Personal Relations - At the end of the course the students will be able to: examine strategies for team building with peers, the community and families. (Created By Courses (EDU) - Early Childhood Ed)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Quiz #5 Reflective Essay Questions with Motivational Kit for Team Building Embedded 2nd Discussion Board Culminating Paper</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: N/A</p>	<p>05/18/2012 - As a part of the Reflective Essay and Culminating Paper, the students developed team building strategies for working with peers, families and the community.</p> <p>Quiz #5: Median 20/20; Average 18.6/20 Ch. #5 Reflective Essay Questions: Median - 40/40; Average 32.8/40 Discussion Board: Median 40/40; Average 34.3; Critical Thinking 86%; Connections 86%; Timeliness 86%; Replies 86% and Stylistics 86%; 12/14 completed the Discussion Board Culminating Paper: Median - 40/40; Average 32/40 12/14 completed the culminating paper. 71% of the students received an A. 22% of the students received a B. 7% of the students received a C.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>05/18/2012 - Overview: See detail in right hand column. I plan to include the same outcomes for next year, yet be more focused in developing essays that align with the outcomes. I feel that I included a few busy work questions which will be excluded next semester. Intentionality is key. 15 students enrolled. 1 student dropped the first week of class. 14 student completed the class.</p> <hr/> <p>05/18/2012 - 71% of the students received an A. 22% of the students received a B. 7% of the students received a C.</p> <hr/>