

Assessment: Course Four Column



Courses (EDU) - Human Dev and Family Studies

HDFS 202: Introduction to Families

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Ecological theory and whole child perspectives - View the child in context of family and community through the lens of ecological theory and whole child perspectives.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 10/11/2016</p>	<p>Exam - Quiz 1 and Essay Exam 1 and 2</p> <p>Criterion: In order to meet the NRS, the following lessons and activities were incorporated into each outcome as of fall of 2016. Some activities were already present in the class and others were added or enriched. This course is now accepted for family engagement continuing education through the Nevada Department of Education.</p> <p>Lecture</p> <p>Read: Resources found in modules – section NRS 392.457 2. (a) (visit) file</p> <p>DO: Create a family activity that your area team can sponsor as a family night - involve parents where they know that they are important by developing relationships with other parents, taking responsibility to participate regularly (1 x per quarter) in family nights.</p> <p>Emphasis: Community</p>	<p>Reporting Period: 2016-2017</p> <p>Criterion Met: Yes</p> <p>Based on the addition of the NRS requirements, I feel that I have effectively made changes to this course that have enabled my students to meet the outcomes stated in the syllabus.</p> <p>One student stopped participating in the course after the first week. Another student stopped participating in the course mid-course. 18/20 students remained in the course.</p> <p>Based on the average scores for all of the assignments to include 9 quizzes, 5 extensive essay exams/projects and 2 Discussion Board assignments, the student met all of the outcomes. 18 students received an “A” for the courses during the spring 2017 semester. Two student failed the course due to lack of participation. This is my summarization for all outcomes.</p> <p>Average Quiz Score ~ 89.45 %</p> <p>Average Exam Score ~ 95%</p> <p>Quiz 1: Average Score – 17.89/20; High Score – 20/20; Low Score – 12/20; Total Submissions – 20/20</p> <p>Essay Exam 1 & 2: Average Score – 47.5/50; High Score – 50/50, Low Score – 50/50; 19/20. Note: 1 student stopped participating in the course. (12/13/2017)</p>	

Course Outcomes	Assessment Measures	Results	Actions
	<p>Collaborations, Atmosphere, building relationships, developing an appreciation and understanding of families from diverse backgrounds. Extra credit will be given if an artifact is presented (video, slides, Prezi presentation) of the event taking place in your field experience.</p>		
<p>Families, schools, the media and peer groups act as socializing agents - Explain and empower families, schools, the media, and peer groups as advocates for access to curriculum and socializing agents. Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 10/11/2016</p>	<p>Exam - Quiz 2 Essay Exam 1 & 2 Criterion: Lecture</p> <p>Toolkit Resources: Engage All in Data Conversation NRS 392.457 2. (d) files</p> <p>Do/Discuss: Select one activity, discuss an event where data is shared, and parents have a way to discuss with parents and teachers where there is two-way communication with questions as well as suggestions.</p> <p>ALSO: Discussion of Community, Family Assets such as tutoring services, Parenting classes, Counselling services, Medical, Dental, and Mental Health services. Each community is different and offers different resources – Students from the communities served will locate and research the availability of services in their area.</p> <p>Emphasis: Communication and Empowerment & Advocacy, and Community Collaboration, Collaboration to support learning</p>	<p>Reporting Period: 2016-2017 Criterion Met: Yes Quiz 2: Average Score - 29.5; High Score – 30/30; Low Score – 26; Total Submissions – 19/20 (Note: I am not including the score of “0” in the averages). Essay Exam 1 & 2: Average Score – 47.5/50; High Score – 50/50, Low Score – 50/50; 19/20. Note: 1 student stopped participating in the course. Average Quiz Score ~ 98% Average Exam Score ~ 95% (12/13/2017)</p>	

Course Outcomes	Assessment Measures	Results	Actions
<p>Partnering with parents to include strategies for teaching their children curriculum and pro-social skills - Describe the role of professionals in partnering with parents to include strategies for teaching their children curriculum and prosocial skills. Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 10/11/2016</p>	<p>Discussion - Quiz 3 Discussion Board, Ch. 3 Criterion: Lecture</p> <p>NRS 392.457 2.(b,d,f) file Found in modules In Class Activity: share activity plan for communicating date</p> <p>ALSO: Discussion about recruiting parents in formal and informal policy decisions by: Title 1 – Parent involvement – volunteers for every level to assist administration (School and District Levels) for the School and District Improvement plans for Title 1. Parents have equal involvement opportunities through this process mandated by law. **If your school does not have a formal PTA - How to build a classroom PTA to begin the process or to encourage participation in school and district policies. Discussion to include what happens at School Board Meetings, Principal Coffee’s, and in general how to have influence in school and district policy.</p> <p>Do/discuss: Create lesson event for families to engage in planning an end of unit celebration. Key – this assignment is to plan for planning – How will you get families to come in to plan the event? Include community collaborations (see toolkit resources). Be prepared to share in class, extra credit will be given if you have an artifact (video, slides, pictures, and planning sheet)</p>	<p>Reporting Period: 2016-2017 Criterion Met: Yes Quiz 3: Average Score – 19.3/20; High Score – 20/20; Low Score: 16/20; Total Submissions: 19/20.</p> <p>Discussion Board, Ch. 3: Average Score – 46.79/50; High Score – 50/50; Low Score – 45/50; Total Submissions: 18/20. Note: Two students have stopped participating.</p> <p>Average Quiz Score ~ 97% Average Discussion Score ~ 94% (12/13/2017)</p>	

Course Outcomes	Assessment Measures	Results	Actions
	<p>of parents coming in to participate in planning while in field experience.</p> <p>Emphasis: Communication, Equal partnerships in decision making, Community Collaborations, Collaboration to support learning</p>		
<p>Cultural patterns in child-rearing and educational practices - Investigate contrasting cultural patterns in child-rearing and educational practices. Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 10/11/2016</p>	<p>Exam - Quiz 4 Essay Exam 4 & 5 Criterion: Lecture NRS 392.457 2.(f) file</p> <p>Do/Discussion: Create a Lesson to Present: Design a culminating celebration of the end of a unit of instruction. Parents should be included in the activities and there should be planning for the next unit available within your plan. Community needs to be included as sponsors and invited guests.</p> <p>Emphasis: Equal partnerships in decision making, atmosphere, and outreach, and developing and appreciating families from diverse backgrounds, Community collaborations.</p>	<p>Reporting Period: 2016-2017 Criterion Met: Yes Quiz 4: High Score – 19.89/20; High Score – 20/20; Low Score – 18/20; Total Submissions: 18/20</p> <p>Essay Exam 4 & 5: Average Score – 45/50; High Score – 50/50; Low Score – 45/50; Total Submissions: 18/20. Note: Two students have stopped participating.</p> <p>Average Quiz Score ~ 99%</p> <p>Average Exam Score ~ 90% (12/13/2017)</p>	
<p>Plan of action - Create a family “plan of action” for using guidance measures rather than discipline to manage children. Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 10/11/2016</p>	<p>Exam - Quiz 5 Essay Exam 4 & 5 Criterion: Lecture NRS 392.457 2. file in modules</p> <p>DO/discussion: Design and Present an activity for families to share family activities - such as a parent coffee time, Mom's and sharing support for behavior issues, and include how this aligns with school</p>	<p>Reporting Period: 2016-2017 Criterion Met: Yes Quiz 5: Average Score – 19.89/20; High Score – 20/20; Low Score – 18/20; Total Submissions: 18/20</p> <p>Essay Exam 4 & 5: Average Score – 45/50; High Score – 50/50; Low Score – 45/50; Total Submissions: 18/20. Note: Two students have stopped participating.</p> <p>Average Quiz Score ~ 99%</p>	

Course Outcomes	Assessment Measures	Results	Actions
	<p>behavior expectations. (Make this different than family nights) -- what community outreach supports are available and invite them to come and share with parents the services offered.</p> <p>Emphasis: Relationship building, Atmosphere, Outreach</p>	<p>Average Exam Score ~ 90% (12/13/2017)</p>	
<p>Self-esteem in healthy families and resilient children - Identify the dimensions of self-esteem in healthy families and resilient children. Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 10/11/2016</p>	<p>Exam - Quiz 6 Essay Exam 6 No quiz for Ch. 7 Criterion: Lecture</p> <p>Read: Resources found in modules – section NRS 392.457 2. (a) (visit) file</p> <p>DO/discuss: Create a family activity that your area team can sponsor as a second family night - Connect to a community service or civic participation - How can young children become involved in helping others.</p> <p>Emphasis: Community Collaborations, Atmosphere, building relationships, Outreach - community service opportunities, developing appreciation and understanding of families from diverse backgrounds. Extra credit will be given if an artifact is presented (video, slides, Prezi presentation) of the event taking place in your field experience.</p>	<p>Reporting Period: 2016-2017 Criterion Met: Yes Quiz 6: Average Score – 19.68/20; High Score – 20/20; Low Score – 18/20; Total Submissions: 18/20.</p> <p>Essay Exam 6: Average Score: 50/50; High Score – 50/50; Low Score – 50/50; Total Submissions – 18/20. Note: Two students have stopped participating.</p> <p>(No quiz for Ch. 7)</p> <p>Average Quiz Score ~ 98%</p> <p>Average Exam Score ~ 100% (12/13/2017)</p>	
<p>Research how affordability and availability influence quality in early care and education programs -</p>	<p>Exam - Quiz 8, 9 Essay Exam 7 &8 Criterion: Lecture</p>	<p>Reporting Period: 2016-2017 Criterion Met: Yes Average Quiz 8 Score ~ 100 %</p>	

Course Outcomes	Assessment Measures	Results	Actions
<p>Research how affordability and availability influence quality in early care and education programs</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2021-2022</p> <p>Start Date: 12/11/2017</p>	<p>Do/discuss: community programs available, connect parents to services, plan an informational evening with childcare.</p> <p>Emphasis: Outreach, Community collaboration, Collaboration to support learning.</p>	<p>Average Quiz 9 Score ~ 100%</p> <p>Average Essay Exam Score ~ 100% (12/13/2017)</p>	
<p>Prevention - Determine how “prevention” is more cost effective than “remediation.”</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2021-2022</p> <p>Start Date: 12/11/2017</p>	<p>Exam - Quiz 10 Final Discussion Board Essay Exam 10 Criterion: Lecture</p> <p>Do/Discussion: Create helpful tools for parents to use with supporting learning at home, connect to community services, and support communication two-way, as well as advocate for their student.</p> <p>Emphasis: Communication, Empowerment and advocacy, Community connections.</p>	<p>Reporting Period: 2016-2017</p> <p>Criterion Met: Yes</p> <p>Average Quiz Score ~ 97%</p> <p>Average Discussion Score ~ 94% (12/13/2017)</p>	<p>Action: Course Grades: 18 students received “A’s” at the end of the course. 2 students received “F’s” at the end of the course. These students did not withdraw. One student participated for one week. One student stopped participating mid-semester. The 18 students who finished the course met all of the course outcomes with a “B” or better in all 16 assignments (9 quizzes; 5 Essay Exams with embedded projects, and 2 Discussion Board assignments).</p>
			<p>Because this course is listed on the Nevada Department of Education Web site, I was fortunate to teach students who have declared majors in ECE, Elementary and Secondary Education. In addition, students were enrolled who were actively teaching in elementary and secondary schools across the State of Nevada.</p> <p>Based on their final reflection of the course in Essay Exam #10, I plan to continue teaching the course as I have in the past. I will</p>

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
			<p>add one additional Discussion Board assignment as the students noted that they reaped great benefits from the Discussion Board interactions.</p> <p>Through this course assessment, I realized that when I previously revised my course, I did not make changes to the “Student Outcome/Measurement Section” in the syllabus. The Assessment/Measurement column was outdated. I have updated the syllabus for the summer and fall 2017 semesters.</p> <p>I would like to conclude with a statement from one of my students. Bobby Nylen is physical education teacher at Sparks High School. He is also the Head Coach for the Sparks High Basketball team. Initially, I was concerned that my content would not meet the needs of the secondary teachers who were enrolled in the class. My mentor and department head, Teresa Stauffer, advised that I not change the content of the course as these students would gain valuable information about brain development, ages and stages, the theoretical framework of early childhood education, family engagement activities and more. It was the best advice I could have received.</p> <p>Bobby Nylen stated, “When I received the course syllabus I was</p>

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
------------------------	----------------------------	----------------	----------------

worried because I knew nothing about little kids. Your class turned out to be the best online class I have ever taken. This includes classes taken at UNR, Oregon State, TMCC, WNC, and American River College. I have never seen a professor so engaged with students online. I have also never had a professor respond in such detail to an assignment. Your fulltime students are very lucky to have you as is the community of Elko. I did feel the information in the class was very applicable to Sparks High School student athletes and their families.”
Lynette Macfarlan, ECE Program Supervisor (12/13/2017)