**Complete and submit your assessment report electronically to your department chair. As needed, please attach supporting documents and/or a narrative description of the assessment activities.**

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| **Class/Course Outcomes** | **Assessment Measures** | **Assessment Results** | **Any Changes Made as a Result of Assessment** |
| **In the boxes below, summarize the outcomes assessed in your class or course during the last year*.***  | **In the boxes below, summarize the methods used to assess course outcomes during the last year.**  | **In the boxes below, summarize the results of your assessment activities during the last year.** | **In the boxes below, summarize how you plan to use the results to improve student learning.** |
| **Outcome #1:** View the child in context of family and community through the lens of ecological theory and whole child perspective. *2a. Promotion of an atmosphere for parents and families to visit the school that their children attend and feel welcome, valued and connected to the staff of the school, other parents and families and to the education of their children.* | **Essay Exam 1:** High Score – 60/60; Low Score – 10/60. Note: This student stopped participating after the first class. Total Submissions: 25/25**Essay Exam 2:** High Score – 60/60, Low Score – 43/60 Total Submissions: 24/25 | **Lesson/Activity Embedded in Essay:** Create a family night social involving parents/guardians and students with the students serving as the hosts. Launch the parent night by discussing why family engagement and home/school partnerships are beneficial for all involved. Invite family/members to share ideas for connecting to their children, the school, and to one another. Develop a secondary plan for family members who cannot attend family nights due to work schedules, health issues, or family commitments. Note: Families can contribute in a multitude of ways. (1 x per semester). | Based on the addition of the NRS and NAC 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. One student stopped participating in the course after the first week. Two other students stopped participating in the course during the 3rd and 4th week of class. I reported the lack of participation through Starfish. 24 out of the 25 students met this outcome with a C+ or better.  |
| **Outcome #2:** Explain and empower families, schools, the media, and peer groups as advocates for access to curriculum and socializing agents. *2d. Empowerment of parents and families to advocate for their children and the children of other parents and families to ensure that all pupils are treated fairly and have access to learning opportunities that support pupil achievement.* | **Essay Exam 1:** High Score – 60/60; Low Score – 10/60. Note: This student stopped participating after the first class. Total Submissions: 25/25**Essay Exam 2:** High Score – 60/60, Low Score – 43/60 Total Submissions: 24/25**Note:** 1 student stopped participating in the course.  | **Lesson/Activity Embedded in Essay:** Create communication plan for family/teacher engagement events and activities to include appropriate social media outreach options. The following resource must be incorporated into the activity: “Developing Family Partnerships Using New Communication Tools,” by M. Logue, B. Blagojevic, E. McBride, & L. Worster | 24 out of the 25 students met this outcome with a C+ or better. |
| **Outcome #3:** Describe the role of professionals in partnering with parents to include strategies for teaching their children curriculum and prosocial skills. *2b. Promotion of regular, two-way, meaningful communication between parents, families and schools, with learning opportunities, community services, and civic participation* | **Discussion Board, Ch. 3:** Average Score High Score – 60/60; Low Score – 40/60; Total Submissions: 23/25. **Note:** Two students have stopped participating.  | **Lesson/Activity Embedded in Essay:** Create an event where data is shared and family members are given an opportunity to discuss and plan for their children’s success socially, emotionally, and academically. Blend a conversation into the agenda that will focus on acknowledgement of cultural differences and fair treatment for all children. Focus on family sharing and support.  | 23/25 Students Met Outcomes with a C or better.  |

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| **Class/Course Outcomes** | **Assessment Measures** | **Assessment Results** | **Any Changes Made as a Result of Assessment** |
| **Outcome #4:** Investigate contrasting cultural patterns, include community opportunities in child-rearing and educational practices. *2f. Collaboration of parents, families and schools with the community to connect pupils, parents, families and schools with learning opportunities, community services and civic participation.* | **Essay Exam 4:** Essay Exam 5: High Score – 60/60; Low Score – 27/60; Total Submissions: 22/25. Note: Two students have stopped participating. One student participates intermittently.  | **Lesson/Activity Embedded in Essay:** Create an event where data is shared and family members are given an opportunity to discuss and plan for their children’s success socially, emotionally, and academically. Blend a conversation into the agenda that will focus on acknowledgement of cultural differences and fair treatment for all children. Focus on family sharing and support. | 22/25 students met outcomes with a C or better. 1 student failed this exam.   |
| **Outcome #5:** Create a family “plan of action” for using guidance measures rather than discipline tactics to control children. *2e. Promotion of an equal partnership between parents, families and schools in making decisions that affect children, parents and families and in informing, influencing and creating school policies, practices and programs.* | **Essay Exam 5:** Essay Exam 5: High Score – 60/60; Low Score – 60/45. Total Submissions: 22/25. Note: Three students have stopped articipating.  | Lesson/Activity Embedded in Essay: Read, Research, and explore recruiting parents/guardians through formal and informal outreach. **Lesson/Activity Embedded in Essay:** Discuss approaches for recruiting parent/guardian volunteers to partner with administrators and teachers in the development of school policies, practices, and programs. Research & Discuss a plan- of- action for establishing and/or enriching a PTA or parent organization with a strong focus on parent/guardian engagement to include a plan for a family engagement handbook.  | 22 Students net outcomes with a C+ or better.  |
| **Outcome #6:** Identify the dimensions of self-esteem in healthy families and resilient children. *2c. Collaboration among parents, families and schools to support learning by pupils and healthy development of pupils at home and school.* | **Essay Exam 6:** High Score – 60/60, Low Score – 50/60;Total Submissions – 22/25. **Note:** Three Students have stopped participating. | **Lesson/Activity Embedded in Essay**: Create a list of community and social service agencies and civic participation events to distribute to families through online and personal outreach. Discuss WHY these contacts would be beneficial to diverse family populations.  | 22 Students have met outcomes with a B or better.  |
| **Outcome# 7:** Research how affordability and availability influence quality in early care and education programs.*2c. Collaboration among parents, families and schools to support learning by pupils and healthy development of pupils at home and school.* | **Essay Exam 7 & 8:** Average Score: 42.5; High Score: 50; Low Score – 50; Total Submissions – 18/20. **Note:** Two students have stopped participating. That is the reasons of the lower Average Score. **Discussion Board 9:** 45; High Score: 60/60; Low Score – 60/60;Total Submissions – 23/25 | **Lesson/Activity Embedded in Essay:** Investigate contrasting cultural patterns to include community opportunities in child-rearing and educational practices. **Do/Discussion:** Create a project to present to the class through the Discussion Board. Design an appreciation activity focused on the celebration of families from diverse backgrounds. Design a project that can be incorporated at home with family and teacher support: Examples include, “Positive Behavior Guidance,” “Child’s Day to Shine,” Family Participation Day, “Book in a Bag” program, “Homework on Wheels” reading program in Spanish and English. | 22 Students have met outcomes an A or better.  |

**Notes:**

Course Grades: Sixteen students received “A’s” at the end of the course. Five students received “B’s.” One student received a “D+.” Three students received “F’s” at the end of the course for lack of participation. These students did not withdraw. One student participated for one week. Two students stopped participating the 3rd and 4th week of the semester. These students were reported for non-participation through Starfish. The GBC advisors reached out to the students to no avail. With the vast changes required by the Nevada Department of Education, I feel that I have created a class that is rigorous, purposeful, and highly effective based on the course outcomes.

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, I had students who were actively teaching in elementary and secondary school across the State of Nevada.

I plan to continue teaching the course as I have in the past. I will add one additional Discussion Board assignment as the students noted that they reaped great benefits from the Discussion Board interactions. In addition, I will add high-quality Ted Talk segments on Family Engagement to three Webcampus learning modules.

I have updated the syllabus for the summer and fall 2020 semesters.

**I have reviewed this report:**

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**Department Chair Dean**

**Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_­\_\_\_\_\_\_**

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**Vice President of Academic Affairs and Student Services**

**Date\_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_**