



# 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 251 - Intro Early Childhood Edu - Develop curriculum and lesson plans - Develop curriculum and lesson plans for a developmentally appropriate preschool program. (Created By Courses (EDU) - Early Childhood Ed)</p> <p><b>Next Assessment:</b> 2017-2018</p> <p><b>Start Date:</b> 06/23/2014</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b></p> <ul style="list-style-type: none"> <li>• Exam #1 – 100 pts</li> <li>• Micro-Lesson: In-Class Group Planning – Content Areas, Developmental Areas, Learning Styles and Objectives – 60 pts</li> <li>• Project Based Activity on Assessment, Pre-K Standards and Objectives – 75 pts</li> <li>• Draft Lesson Plans – 75 pts</li> <li>• Literacy Unit – 130 pts</li> </ul> <p><b>Assessment Measure Category:</b> Exam</p> <p><b>Criterion:</b> n/a</p>	<p>11/12/2014 - Exam #1: Average Score – 96; High Score – 100; Low Score – 45; 14 Submissions</p> <p>In-Class Micro-Lesson: Average Score – 55; High Score – 60; Low Score – 0; 14 Submissions</p> <p>Project Based on Assessment: Average Score – 69; High Score – 75; Low Score – 14; 14 Submissions</p> <p>Draft Lesson Plans: Average Score – 75; High Score – 75; Low Score – 0; 13 Submissions.</p> <p>Literacy Unit – Average Score – 120; High Score – 130; Low Score – 0; 13 Submissions.</p> <p><b>Criterion Met:</b> N/A</p> <p><b>Reporting Period:</b> 2013-2014</p>	<p>11/12/2014 - There will be no changes for Outcome #1.</p> <p>Note: The 1 low consistent score is attributed to one student who failed to submit complete assignments. Eventually she dropped out of the class mid-semester, but failed to withdraw.</p>
<p>Courses (EDU) - Early Childhood Ed - ECE 251 - Intro Early Childhood Edu - Nevada Preschool Content Standards. - Become familiar with the Nevada Preschool Content Standards. (Created By Courses (EDU) - Early Childhood Ed)</p> <p><b>Next Assessment:</b> 2017-2018</p> <p><b>Start Date:</b> 06/23/2014</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b></p> <ul style="list-style-type: none"> <li>• Micro-Lesson: In-Class Group Planning – Content Areas, Developmental Areas, Learning Styles and Objectives – 60 pts</li> <li>• Project Based Activity on Assessment, Pre-K Standards and Objectives – 75 pts</li> <li>• Draft Lesson Plans – 75 pts</li> <li>• Literacy Unit – 130 pts</li> </ul> <p><b>Assessment Measure Category:</b> Assignment - Written</p> <p><b>Criterion:</b> n/a</p>	<p>11/12/2014 - In-Class Micro-Lesson: Average Score – 55; High Score – 60; Low Score – 0; 14 Submissions</p> <p>Project Based on Assessment: Average Score – 69; High Score – 75; Low Score – 14; 14 Submissions</p> <p>Draft Lesson Plans: Average Score – 75; High Score – 75; Low Score – 0; 13 Submissions.</p> <p>Literacy Unit – Average Score – 120; High Score – 130; Low Score – 0; 13 Submissions.</p> <p><b>Criterion Met:</b> N/A</p> <p><b>Reporting Period:</b> 2013-2014</p>	<p>11/12/2014 - To ensure accuracy and alignment between outcomes and measurement, I am changing the outcome to read:</p> <p>The students will become familiar with the Nevada Preschool Content Standards through examining assessment procedures and writing objectives based on what pre-k children should know before entering kindergarten.</p>
<p>Courses (EDU) - Early Childhood Ed - ECE 251 - Intro Early Childhood Edu - Principals of growth and development in curriculum planning - Learn and apply the principals of growth and development in curriculum planning. (Created By Courses (EDU) - Early Childhood Ed)</p>	<p><b>Assessment Measure:</b></p> <ul style="list-style-type: none"> <li>• Exam #1 – 100 pts.</li> <li>• Exam #2 – 100 pts</li> <li>• Literacy Unit – 130 pts</li> </ul> <p><b>Assessment Measure Category:</b> Exam</p> <p><b>Criterion:</b></p>	<p>11/12/2014 - Exam #1: Average Score – 96; High Score – 100; Low Score – 45; 14 Submissions</p> <p>Exam #2: Average Score – 84; High Score – 100; Low Score – 0; 13 Submissions.</p> <p>Literacy Unit – Average Score – 120; High Score –</p>	<p>11/12/2014 - To ensure accuracy and alignment between outcomes and measurement, I am changing the outcome to read:</p> <p>The students will examine how to assess pre-k children through an age</p>

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<b>Next Assessment:</b> 2017-2018 <b>Start Date:</b> 06/23/2014 <b>Course Outcome Status:</b> Active	n/a	130; Low Score – 0; 13 Submissions.  <b>Criterion Met:</b> N/A <b>Reporting Period:</b> 2013-2014	appropriate differentiation process to assist with individual planning.
Courses (EDU) - Early Childhood Ed - ECE 251 - Intro Early Childhood Edu - Study the history, concepts, philosophies and areas of development - Study the history, concepts, philosophies and areas of development that support the importance of building a balanced and well-rounded, child-centered curriculum. (Created By Courses (EDU) - Early Childhood Ed) <b>Next Assessment:</b> 2017-2018 <b>Start Date:</b> 06/23/2014 <b>Course Outcome Status:</b> Active	<b>Assessment Measure:</b> • Exam #1 – 100 pts • Exam #2 – 100 pts <b>Assessment Measure Category:</b> Exam <b>Criterion:</b> n/a	11/12/2014 - Exam #1: Average Score – 96; High Score – 100; Low Score – 45; 14 Submissions  Exam #2: Average Score – 84; High Score – 100; Low Score – 0; 13 Submissions.  <b>Criterion Met:</b> N/A <b>Reporting Period:</b> 2013-2014	
Courses (EDU) - Early Childhood Ed - ECE 251 - Intro Early Childhood Edu - ECE curriculum models - Research and examine ECE curriculum models. (Created By Courses (EDU) - Early Childhood Ed) <b>Next Assessment:</b> 2017-2018 <b>Start Date:</b> 06/23/2014 <b>Course Outcome Status:</b> Active	<b>Assessment Measure:</b> • Exam #1 – 100 pts • Exam #2 – 100 pts <b>Assessment Measure Category:</b> Exam <b>Criterion:</b> n/a	11/12/2014 - Exam #1: Average Score – 96; High Score – 100; Low Score – 45; 14 Submissions  Exam #2: Average Score – 84; High Score – 100; Low Score – 0; 13 Submissions.  <b>Criterion Met:</b> N/A <b>Reporting Period:</b> 2013-2014	11/12/2014 - I have recently purchased high-quality DVD’s from the following companies to assist my students in better understanding pre-k curriculum models: Teaching Strategies and High Scope. (Common Core Alignment) There will be no change for outcome #5.
Courses (EDU) - Early Childhood Ed - ECE 251 - Intro Early Childhood Edu - Curriculum delivery and application of knowledge - Practice curriculum delivery and application of knowledge (Created By Courses (EDU) - Early Childhood Ed) <b>Next Assessment:</b> 2017-2018 <b>Start Date:</b> 06/23/2014 <b>Course Outcome Status:</b> Active	<b>Assessment Measure:</b> • Literacy Unit – 130 pts <b>Assessment Measure Category:</b> Assignment - Project <b>Criterion:</b> n/a	11/12/2014 - Literacy Unit – Average Score – 120; High Score – 130; Low Score – 0; 13 Submissions. <b>Criterion Met:</b> N/A <b>Reporting Period:</b> 2013-2014	11/12/2014 - To ensure accuracy and alignment between outcomes and measurement, I am changing the outcome to read:  The students will develop an extensive, literacy-based curriculum unit supported by the Nevada Pre-K Content Standards to include all content areas: Language Arts, Math, Science, Social Students and Physical Education.  <b>Follow-Up:</b> 11/12/2014 - Annually, I will update essay exam questions based on recent research in

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			<p><b>Follow-Up:</b>  ECE. I will continue to grade stylistics, spelling and grammar while providing commendations and/or recommendations on content through extensive feedback.</p> <p>I do not plan to change any of the assignments for this course. However, I have significantly revised 4/6 outcomes. Over the years, I have improved course assignments, yet failed to make revisions in the course outcomes. I should have, first and foremost, revised the outcomes and then made adjustments in my assignments accordingly.</p> <p>The 13 students who completed the spring 2014 course far exceeded my expectations. They met all of the course outcomes. One student stopped coming to class because she felt the assignments were too rigorous.</p> <p>Grade Distribution</p> <p>11 Students Received "A's"</p> <p>2 Students Received a "B+."</p> <p>1 Student Received an "F."</p>