

**Eastern West Virginia Community and Technical College  
COURSE ASSESSMENT REPORT**

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| <b>Course Title and Number</b><br>EDF 183<br>Residential Care Specialist III   | <b>Academic Term and Year of Assessment Activity (Ex: Fall, 2014)</b><br>Fall, 2016 |
| <b>Report Submitted By: Sherry Kimble</b>  | <b>Number of Students Assessed: 29</b>  |
| <b>Date Report Submitted: 12/18/2016</b>   | <b>Number of Sections Included: 1</b>   |
| <b>Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.):</b><br>Traditional<br>15week instruction<br>3 contact hours |   |

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| <b>Course Role in the Curriculum</b>  |
| <b>Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.</b>  |
| This course for Residential Care Providers integrates outcomes for residential care providers with disability specific practicum activities. The fourth of six courses, this course continues the focus on developmentally appropriate practice with specific application to recreation, music, movement and art for the residential student population. Prerequisite include EDF 182 Residential Care Specialist II. |

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| <b>Assessment Methods</b>  |
| <b>Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.</b>   |
| They had an exam worth 50 points, one quiz worth 10 points, a portfolio worth 100 points and a research paper worth 100 points. They were also awarded 25 points per week for work submitted such as a reader's card. Journal entry and work site assignment. They had a topic each week which had to be correlated to a work related issue. |

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| <b>Assessment Results</b>  |
| <b>Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to "See attached".</b>  |
| All eleven courses outcomes were measured utilizing the above methods. These were successfully measured by having students plan individual activities using music, movement and art for students at a local school for the deaf and blind which included education and residential services for students with sensory disabilities which often included global developmental delays. The students planned, set goals, implemented and evaluated each activity for the residents/students. Social interactions were enhanced by providing dances, game nights, going shopping, cooking, doing laundry and community service such as picking up trash. The activities included recreational and physical activity for the challenged students and incorporated knowledge of developmental stages. These activities enhanced functional, social and emotional skills for the students in the educational/residential facility. Although the course outcomes were met, there were issues with individual students such as lack of respect toward the instructor and other students, lack of interest and resentment because the course was mandated in order |

to retain employment. Once the students recognized they needed to participate and complete projects and journals, they were cooperative and successful.

| <b>Course Level Assessment Summary of Outcomes, Indicators and Results</b><br><b>Course Title and Number:</b><br><b>Number of students in assessment sample = 29</b><br><b>Number of Sections in Assessment = 1</b><br><b>Add additional rows to table if necessary</b> |  |                                     |                                       |  |
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| <b>Learning Outcomes</b><br><b>(Insert learning outcomes assessed during this cycle)</b>  | <b>Indicator</b><br><b>(Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)</b>  | <b>Percent of Correct Responses</b> | <b>Percent of Incorrect Responses</b> | <b>Performance Standard Met (75%)* (yes or no)</b> |
| Outcome 1:<br>Know and understand the Expanded Core Curriculum for students who are deaf/hard of hearing especially in areas of social and emotional skills and needs.  | Three of the students worked with a student who was demonstrating behavioral problems when he returned to the facility after being home. The students utilized therapeutic communication and were able to determine he was possibly being sexually abused in his private home. The three students reported to the superiors and the child was removed from the private home. To meet the learning outcome, the students followed facility protocol and then documented in a journal for their class. To protect the child, the information was not shared with the class but only the instructor. Each student provided a journal each week. | 100%                                | 0%                                    | yes  |
| Outcome 2:<br>Able to develop and implement effective and appropriate activities for BLV children and adolescents to meet target performance goals outlined in Expanded Core especially in the area of Social Interaction Skills  | One project was working with the blind students making and selling scarves which enabled the residents to have a pizza party. All 29 of the students planned and implemented a similar project in their own dorm. Other projects included making bird houses and having a bake sell.   | 100%                                | 0%                                    | yes  |

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| and Recreation and Leisure.   |   |      |    |     |
| Outcome 3:<br>Understand the importance of exercise in the lives of children and adolescents.   | All 29 of the students planned and implemented an exercise activity which included soccer, dance, kick boxing, karate, relay races, basketball or bicycling. Each student chose their own activity and those residents capable of safely participating. They also planned and provided safety measures. | 100% | 0% | yes |
| Outcome 4:<br>Understand and demonstrate how to incorporate art, music and movement into age-appropriate activities for children and adolescents who are DHH, BLV and who have multiple disabilities. | All 29 students planned and implemented an activity which included pantomime, dancing (two residents participate in ballet) and holiday decorations.  | 100% | 0% | yes |

\* Please note if using a different minimum performance standard.

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| <b>Conclusions</b>  |
| <b>Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to "See attached".</b> |
| 100% of the objectives were measured to ensure adequate assessment. 29 of the 29 students successfully completed all assignments with a 70% on a total of 600 points.           |

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| <b>Previous Assessment Reports and Results</b>   |
| <b>Date of Previous Assessment: The course had not been assessed previously.</b>   |
| <b>List of Outcomes Not Met: N/A</b>   |
| <b>Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to "See attached". N/A</b> |
| The course had been taught before but not assessed. This is the first time I taught the course.  |

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| <b>Action Plan and Date for Reassessment</b>   |
| <b>Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to "See attached".</b> |
| The course will be re-assessed when taught again.  |

**Assessment Committee Recommendation/Approval  
(To be posted by Assessment Committee Chair)**

- Approved as presented
- Approved with recommendations for future reports (Explanation Required)
- Resubmission Required. Reason for Resubmission:

**Date: 1/19/17**