

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Child Care Professional	101	CCP 101 10/02/2018-Child Development
Division	Department	Faculty Preparer
Advanced Technologies and Public Service Careers	Public Service Careers	Beth Marshall
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify major developmental landmarks from conception to adolescence, and describe evidence-based practices in physical, cognitive/language, and social/emotional development.

- Assessment Plan
 - Assessment Tool: Selected multiple choice questions on departmentally devised exams
 - Assessment Date: Fall 2012
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Scored using rubric and an answer key.

- Standard of success to be used for this assessment: 70% of students will achieve a minimum of 70% correct responses on the selected sample of questions.
- Who will score and analyze the data: Members of the CCP Advisory Committee or their designees will analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
54	45

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

<p>Fall 2018 was the only semester that data was available, as the previous instructor retired and no data was available.</p> <p>In Fall 2018, 54 students were registered. 45 students who were still in the classes for Fall 2018 were assessed.</p>
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4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The students come from both the day and the evening sections of the class.
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5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

<p>This outcome was assessed using Exams 3, 4 and 5. These multiple choice exams assessed students' knowledge of child development in the areas of physical, cognitive, language, and social/emotional development.</p> <p>There is no current course assignment which assesses students' understanding of evidence-based practice in these areas. It is not covered by the textbook, nor is it covered in the class discussions. This topic is covered in other courses, and is not a part of Child Development. The master syllabi will be updated to reflect this change.</p>
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There is no current course assessment which assesses students' understanding of child development from conception to birth, nor from third-grade to adolescence.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Of the students who took the tests, 90% of the students scored 70% or higher on these three exams.

10% of the students scored below 70% on these three exams.

The standard of success was met for this outcome.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

In this course, students did learn the major developmental landmarks for children from birth through third grade. They were able to accurately identify developmental sequences in the areas of physical, cognitive, language and social/emotional development. Most of the content from the Fall 2018 courses comes from content shared in class, rather than the textbook.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The current textbook takes a clinical/medical approach to child development. It is difficult to understand and contains examples that are not relevant to our students' work in early childhood education. It is recommended that a new textbook directed at early childhood professionals be obtained.

Outcome 2: Observe and record a child's behavior and development using appropriate data collection methods.

- Assessment Plan
 - Assessment Tool: Child study assignment
 - Assessment Date: Winter 2013
 - Course section(s)/other population: every section

- Number students to be assessed: one quarter of students enrolled, a minimum of fifteen total from all sections
- How the assessment will be scored: departmentally-developed rubric will be used to score the sampled work
- Standard of success to be used for this assessment: 70% of all sampled projects will score a 4 or 5 on a five point scale (1 is lowest, 5 is highest).
- Who will score and analyze the data: Scoring and analysis will be completed by members of the CCP Advisory Committee or their designees.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2017, 2015	2018, 2016	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
163	68

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The previous instructor retired. All sections in which data was available were included in the data set. Of the students in Winter 2018, there was only data available for Section 2.

All students who completed the assignments were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

These classes are all taught on campus, half during the day and half during the evening.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

In this comprehensive paper, student observe a child and record observations in four areas of child development. Students accurately match their observations to statements of development. A rubric was shared with students and was used to create scores for this assignment.

Of the data found on Blackboard, only a final score was able to be obtained, not the rubric. Scores (out of 85) were converted to percentage points. The assessment standard of 4 or 5 on a 5-point rubric was converted to percentage points, and a new assessment standard of 80% or higher is the result.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

Overall, of the students who completed the assignment from Fall 15, Fall 17, Winter 16 and Winter 18, 66% of students scored 80% or higher.

The grading rubric needs to be updated so that points awarded are clearly linked to required assignment components. Also, a range of scores on the rubric (0-4, 5-12, 13-20 points) could lead to confusion about the expectations and ambiguity in scoring.

The directions for the assignment need to be simplified and updated.

Additionally, of the sections assessed, only 72% of students completed this assignment. Upon further review, it is this assessor's opinion that there are too many assignments for this 3-credit class. Students are assigned 5 major papers, 1 minor assignment, 1 comprehensive child study, and take eight exams. It is recommended that all of the assignments be reviewed and they be revised to make the assignments more meaningful and the workload appropriate. The master syllabus should be revised to address these issues.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

For this assignment, students are required to observe a child over time and record his or her behavior in the four major areas of development (physical, cognitive, language, and social/emotional). They then match these observations to the developmental levels.

Students who complete this assignment did well. They are able to apply the information about development to a child in their lives.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The directions for the assignment is complicated and contains extraneous details. The rubric contains a range for each level, which could make it difficult for students to understand the requirements and could make grading subjective.

The directions for the assignment need to be simplified and the rubric should be straightforward.

Outcome 3: Access relevant information on normal child development and the care and education of children in the United States; summarize and critique an article from a relevant periodical.

- Assessment Plan
 - Assessment Tool: Summary and critique of professional magazine or trade journal articles in the field.
 - Assessment Date: Fall 2013
 - Course section(s)/other population: all sections
 - Number students to be assessed: one third of students enrolled in all sections; a minimum of 20 samples
 - How the assessment will be scored: departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of all sampled assignments will score 4 or 5 on a five point scale (with 1 being the lowest and 5 the highest score).
 - Who will score and analyze the data: members of the CCP Advisory Committee or their designees

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2017, 2015	2018, 2016	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
163	60

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The previous instructor retired. All sections in which data was available was included in the data set. Of the students in Winter 2018, there was only data available for Section 2.

All students who completed the assignments were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

These classes are all taught on campus, half during the day and half during the evening.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Of the data found on Blackboard, only a final score was able to be obtained, not the grading rubric. Scores (out of 50) were converted to percentage points. The assessment standard of 4 or 5 on a 5 point rubric was converted to percentage points and a new assessment standard of 80% or higher was applied.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Overall, of the students who completed the assignment from Fall 15, Fall 17, Winter 16 and Winter 18, 78% of students who completed this assignment scored 80% or higher on this assignment. The standard of success was met for this outcome.

However, only 68% of students actually completed this assignment. Upon further review, it this assessor's opinion that there are too many assignments for this 3-credit class. Students are assigned 5 major papers, 1 minor assignment, 1 comprehensive child study, and take eight exams. It is recommended that all of the assignments be reviewed and they be revised to make the assignments more meaningful and the workload more appropriate. The master syllabus should be revised accordingly.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students are asked to locate, read and summarize a child development article from a trade journal. They learn the difference between a trade journal, a research study and a popular magazine.

Students who completed this assignment were able to summarize the article they found.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students who completed this assignment were often still confused about the types of sources.

The directions for the assignment are complicated and contain extraneous details. The rubric contains a range for each level, which could make it difficult for students to understand the requirements and could make grading subjective.

The directions for the assignment need to be simplified and the rubric should be straightforward.

This assignment had a low completion rate. All of the assignments for this course should be reviewed.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

2.

3. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

The current course does an adequate job of meeting the needs of the students. Changes to the textbook and assignments will greatly enhance the students' learning and will make the content more relevant to their role as early childhood teachers.

This assessment process revealed low completion rates for two of the major assignments. This was consistent for four different sections from 2015-2018. This was a surprise which prompted a complete review of all the assignments and exams in this course. The conclusion is that the workload is too heavy for a 3-

credit class and should be scaled back to bring the students' focus back to the assignments most relevant and meaningful to students' learning.

Additionally, this assessment process confirmed the need for a new textbook.

4. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This information will be shared with Part-Time Faculty who teach this course.

- 5.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	<p>The language for Outcome 1 will be revised. The master syllabus will be updated to the following: Students will be able to identify the major developmental landmarks for children birth through third grade in the areas of physical, cognitive, language and social/emotional development.</p> <p>Language about development from conception through adolescence and about evidence-based practice will be eliminated.</p>	<p>The current master syllabus includes conception through adolescence. This is outside the range of current early childhood practice.</p> <p>The current master syllabus also states that students will be able to identify evidence-based practice. This is covered in detail in other early childhood courses, not child development.</p>	2019
Course Assignments	All of the assignments need to be assessed for their relevance.	Currently, there are too many assignments, which may affect completion rates.	2019

	In particular, the Child Study Assignment and the Summary of a Trade Journal Assignment need to be re-written to simplify the directions. A new rubric for each assignment will be developed with a clear and simple scoring.	For the Child Study Assignment and the Summary of a Trade Journal Assignment, the directions are complicated and contain extraneous detail. The grading rubric contains a wide range of scores. Clarifying both will help students understand and meet the expectations.	
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Update the current textbook to reflect child development information for early childhood professionals.	The current textbook takes a clinical/medical approach and is very difficult to understand. It contains no information for students on applications to early childhood classrooms.	2019

6. Is there anything that you would like to mention that was not already captured?

7.

III. Attached Files

[CCP 101 Assessment Data](#)

Faculty/Preparer: Beth Marshall **Date:** 12/04/2018
Department Chair: Ruth Walsh **Date:** 12/07/2018
Dean: Brandon Tucker **Date:** 12/11/2018
Assessment Committee Chair: Shawn Deron **Date:** 02/18/2019