

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Early Childhood Development	200	ECD 200 06/09/2022-Child Guidance and Classroom Management
College	Division	Department
Advanced Technologies and Public Service Careers	Advanced Technologies and Public Service Careers	Public Service Careers
Faculty Preparer		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 appropriate use of a variety of positive child guidance and classroom management strategies.

- Assessment Plan
 - Assessment Tool: Multiple choice test questions developed by faculty
 - Assessment Date: Winter 2013
 - Course section(s)/other population: All sections
 - Number students to be assessed: All enrolled students

- How the assessment will be scored: electronic scoring using an answer key developed by faculty
- Standard of success to be used for this assessment: 70% of students will score 70% or higher on the test.
- Who will score and analyze the data: Test will be electronically scored and results analyzed 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)

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

# of students enrolled	# of students assessed
	66

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.

This course was previously CCP 210.

A total 66 students were assessed from Fall 2018, Fall 2019, Fall 2020, and Fall 2021. These were all the students who completed these tests.

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.

Fall 2018 - Evening on campus, all students were assessed.

Fall 2019 - Evening on campus, all students were assessed.

Fall 2020 - Evening virtually via Zoom, all students were assessed.

Fall 2021 - Evening virtually via Zoom, all students were assessed.

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

Students in Fall 2018 and Fall 2019 took a total of three tests that assessed this outcome. Students in Fall 2020 and Fall 2021 took five tests that assessed this

outcome. The additional two tests were added when the class was delivered virtually.

The tests were all multiple-choice and were taken on Blackboard.

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

A total of 66 students took the tests on this content. 63 of the students scored 70% or higher. Three students scored between 57%-68%.

A total of 95% of the students scored 70% or higher. The standard of success was met.

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

For this assessment, students take several multiple-choice tests in which they choose the most appropriate response to child guidance and classroom management situations. Students did well on these tests, which demonstrate that they have acquired knowledge related to this objective.

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 textbook used for this course is out-of-date. More current strategies include supporting children's social and emotional development by taking into consideration the three core considerations of developmentally appropriate teaching practice (commonality, individuality, and context).

It is recommended that updated source materials be used and the master syllabus be revised to reflect current research and standards.

Outcome 2: Apply child guidance and classroom management strategies to individuals, and explain the impact on different intelligence categories/types.

- Assessment Plan
 - Assessment Tool: Multiple Intelligences Assignment
 - Assessment Date: Winter 2013

- Course section(s)/other population: All sections
- Number students to be assessed: A random selection of one half of enrolled students
- How the assessment will be scored: blind-scored using rubric developed by CCP instructors
- Standard of success to be used for this assessment: 70% of selected artifacts will score a 4 or 5 on the rubric.
- Who will score and analyze the data: Members of the CCP Advisory Committee or their designees will score the artifacts.

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)

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

# of students enrolled	# of students assessed
	28

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.

This course was formerly called CCP 210.

This assignment is no longer used. This assignment was dropped prior to 2016.

However, in Fall 2020 and Fall 2021, a test was given on guidance and classroom management and the impact of multiple intelligence categories. This test was used to assess this outcome.

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.

Fall 2020 - Evening virtually via Zoom, all students were assessed.

Fall 2021 - Evening virtually via Zoom, all students were assessed.

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

The tool used to assess this outcome was one multiple-choice test on applying guidance and classroom management strategies and the impact of multiple intelligence categories.

The test was taken on Blackboard. All students who took the test were assessed.

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

28 students took the test. 28 students scored 70% or higher.

100% of the students scored 70% or higher.

The standard of success was met.

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

Students demonstrated knowledge of multiple intelligence categories and how those may influence children's reactions to conflict situations as assessed by multiple-choice tests. There is no data on students' abilities to apply guidance and classroom management strategies. The assignment for this activity was dropped prior to 2016.

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.

Multiple intelligence categories are not research-based and are no longer used as a tool to support children's social and emotional development. It is recommended that this be dropped from the course and replaced with more current, research-based strategies as identified by the National Association for the Education of Young Children.

It is recommended that the master syllabus be updated and that this important objective be split into environment supports, responsive interactions, and the use of conflict resolution techniques. Furthermore, it is important that students can demonstrate competence in these areas.

Outcome 3: Identify uses of indirect guidance strategies to guide child behavior and manage a classroom.

- Assessment Plan

- Assessment Tool: Rating by employer or direct supervisor and course instructor by the last week of class; completed each semester; using a three point scale, using guidelines set by NAEYC for DAP and CDA or DAP and School Age and Youth Development competencies guidelines adopted by the Michigan Department of Education and Michigan After School Association. A written assessment based on case studies can be substituted at the discretion of the instructor.
- Assessment Date: Winter 2011
- Course section(s)/other population: All sections each time the course is offered
- Number students to be assessed: Randomly selected one half of students enrolled (minimum of 10)
- How the assessment will be scored: rubric developed by CCP instructors
- Standard of success to be used for this assessment: 70% of artifacts will achieve a score of 4 or 5 on the rubric.
- Who will score and analyze the data: Members of the CCP Advisory Committee or their designees will blind-score the artifacts and 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)

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

# of students enrolled	# of students assessed
	0

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>This class was formerly known as CCP 210.</p> <p>This assessment was dropped prior to 2016.</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.

This assessment was dropped prior to 2016.

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

This assessment was dropped prior to 2016.

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

This outcome was not able to be assessed. There is no field work or practicum requirement for this class. There is no similar assessment that can be used for data or analysis.

It is unknown if the standard of success was met because it couldn't be analyzed.

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

This objective was not able to be assessed.

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 stated tool for this assessment was discontinued by the State of Michigan in 2014.

It is unknown what is meant by "indirect" guidance strategies.

It is recommended that the master syllabus be updated to reflect competence in conflict resolution strategies.

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.

This is the first time this course was assessed.

2. 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 current student learning outcomes. However, this information is outdated and the master syllabus should be revised. Changes to the source material and new assignments will greatly enhance the students' learning. This will give students confidence that they can support the social and emotional needs of children.

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

This assessment process revealed the need for a complete course revision. This includes a new master syllabus, which includes updated student learning outcomes, course objectives, assessment plan, source material, and new assignments. These changes will meet current education standards.

This report was prepared in collaboration with the part-time faculty member who will be taking over this course.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Create new outcomes which reflect: 1. Supporting children's social-emotional development taking into account commonality, individuality, and context differences. 2. Creating positive environments	These changes would ensure the course aligns with professional standards and competencies.	2022

	<p>and explaining how they support children's social and emotional development.</p> <p>3. Identifying and using strategies for cultivating positive relationships with children and social relationships between children.</p> <p>4. Identifying and applying strategies for helping children regulate behaviors and participate in conflict resolution.</p>		
Assessment Tool	All of the assessment tools need to be revised to meet the new objectives, with a focus on demonstrating competency, rather than acquiring knowledge.	It is essential that our students be able to demonstrate competency in positive child guidance and classroom management. These skills are crucial for children's healthy social and emotional development.	2022
Objectives	All course objectives need to be updated to	The current course objectives are out-	2022

	reflect the new student learning outcomes.	of-date and no not reflect current practice in the early childhood field.	
1st Day Handout	The course schedule will need to be updated to reflect new outcomes, objectives, and assignments.	The updated schedule will sequentially present information to students which will enhance their learning and competencies.	2022
Course Assignments	New assignments must be developed to more accurately reflect the new outcomes and objectives.	These new assignments will reflect current practice and emphasize competence with the course content. The extensive use of exams is avoided.	2022
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	All course material will be updated, including the textbook, articles, handouts, instructional videos, etc.	The current textbook is out-of-date and no longer reflects education standards.	2022

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

6.

III. Attached Files

[Course Data](#)

Faculty/Preparer: Beth Marshall **Date:** 06/23/2022
Department Chair: Beth Marshall **Date:** 07/19/2022
Dean: Jimmie Baber **Date:** 07/19/2022
Assessment Committee Chair: Shawn Deron **Date:** 09/21/2022