

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Child Care Professional	123	CCP 123 10/04/2019- Essentials of Early Care and Education - II
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 appropriate practices for a child care professional in the seven functional areas covered in the course: physical, cognitive, communication, creativity, self, social, and guidance.

- Assessment Plan
  - Assessment Tool: multiple choice tests
  - Assessment Date: Fall 2014
  - Course section(s)/other population: all
  - Number students to be assessed: all

- How the assessment will be scored: Tests will be scored electronically using a departmentally-developed answer sheet.
- Standard of success to be used for this assessment: 60% of students will score 60% (six out of ten) on each of the six subtests that cover each of the seven areas covered in the course.
- Who will score and analyze the data: Members of the CCP Advisory Committee will analyze the scores and make recommendations to the program.

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	2019	

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

# of students enrolled	# of students assessed
32	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.

Twenty-nine students completed the course. Additionally, one student did not take the majority of the tests and was excluded from the data sample.
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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.

Two evening sections and one DL section are included in this report.
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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.

Seven content tests were used to assess this outcome. Outcome 1 has seven different components. For each component (physical, cognitive, communication, creative, self, social and guidance), there is a corresponding test, which yields data to assess this outcome. Both evening classes utilized the same multiple-choice tests, and the DL section used tests that included multiple choice, true/false, and short answer. Both versions of the test were scored using a departmentally-developed answer key.
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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

The standard of success states *60% of students will score 60% or higher on each of the six sub-tests.*

100% of students scored 60% or higher. The standard of success was met.

The success rate of 60% is low, and this will be changed.

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

Our students are learning seven content areas required for their CDA (Child Development Associate) certification. They are able to demonstrate their knowledge through their success on these tests. In looking through the data, students did equally well in all seven areas.

We plan to update the test questions so that all sections of the class (both online and on-campus) will be assessed on the same tests. These six tests will be entered into Blackboard to streamline data collection in the future.

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.

It is important that we assess students using the same tool for both the on-campus and online sections of the class. A new master syllabus will be developed that will reflect the same the assessment tool to be consistent for the course, no matter the delivery method.

Additionally, the standard of success for this outcome is too low. This will be strengthened to better reflect standards set forth by the national CDA exam.

Outcome 2: Describe and reflect upon appropriate practices for a child care professional in the seven functional areas covered in the course: physical, cognitive, communication, creativity, self, social, and guidance.

- Assessment Plan

- Assessment Tool: Competency statements (papers) written by students in each functional area covered in the course (physical, cognitive, communication, creativity, self, social, and guidance).
- Assessment Date: Winter 2014
- Course section(s)/other population: all sections
- Number students to be assessed: one third of enrolled students (minimum of ten)
- How the assessment will be scored: Papers will be scored using a departmentally-developed rubric.
- Standard of success to be used for this assessment: 60% of sampled papers will be scored 8 - 10 on a ten point scale (10 being highest and 1 the lowest).
- Who will score and analyze the data: Members of the CCP Advisory Committee or their designates will blind-score the papers and make recommendations to the program.

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	2019	

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

# of students enrolled	# of students assessed
32	27

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.

Twenty-seven students completed the assessment tool. Twenty-nine students completed the course, and two students did not complete the assessment tool.

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.

Two evening sections and one DL section are included in this report.

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

Outcome 2 has seven different components. Seven sets of content-specific assignments were used to assess this outcome. For each component (physical, cognitive, communication, creative, self, social and guidance), there is a corresponding set of assignments, which students complete, yielding data to assess this outcome. All sections utilized the same sets of assignments, although they were grouped in different ways and assigned different point values. The assignments were assessed using a departmentally-development rubric that reflects CDA standards.

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

The standard of success states at least 60% of the sample papers will be scored as 8 - 10 on a ten point scale where 1 is lowest and 10 is highest.

85% of the students scored 80% or higher on this assessment. The standard of success was met.

91% of students in the on-campus sections and 25% of students in the online section met the standard of success.

The success rate of 60% is low, and this will be changed.

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

Our students are learning the CDA content and are able to demonstrate that knowledge by writing appropriate reflective statements of competency that include current knowledge in the field. Students did better when each component of the assessment was a separate assignment.

We have already strengthened the assessment rubric to give students specific feedback on their areas of strength and areas for improvement.

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.

Our online students really struggled with this learning outcome. We have worked with CITL instructional course designers to reorganize the layout of the online course to help students prioritize these assignments.

We have also strengthened our instructional strategies on writing these papers in the correct format, as required by the national CDA Council.

Outcome 3: Compile specific resource items suitable for use by a child care professional working with young children and their families for a Professional Portfolio.

- Assessment Plan
  - Assessment Tool: Professional Portfolio
  - Assessment Date: Winter 2014
  - Course section(s)/other population: all sections
  - Number students to be assessed: a selected sample of resource items from one third of randomly selected students
  - How the assessment will be scored: departmentally-developed rubric for each of the resource items required in the course
  - Standard of success to be used for this assessment: 60% of resource items will score between 8 and 10 on a ten point scale (1 is lowest and 10 highest).
  - Who will score and analyze the data: Members of the CCP Advisory Committee or their designates will blind-score the items and make recommendations to the program.

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	2019	

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

# of students enrolled	# of students assessed
32	27

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.

Twenty-seven students completed the assessment tool. Twenty-nine students completed the course, and two students did not complete the assessment tool.

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.

Two evening sections and one DL section are included in this report.

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

Outcome 3, the Professional Portfolio, is comprised of all of the same assignments from Outcome 2. All of the data is the same; the assessment tool yielded no new insights or information.

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

The standard of success states at least 60% of the sample papers will be scored as 8 - 10 on a ten point scale where 1 is lowest and 10 is highest.

85% of the students scored 80% or higher on this assessment. The standard of success was met.

91% of students in the on-campus sections and 25% of students in the online section met the standard of success.

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

Our students are learning the CDA content and are able to transfer that knowledge by writing appropriate reflective statements of competency that reflect current knowledge in the field.

This data is redundant; we already obtained this data from assessing Outcome 2.

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.

Because of the redundancy of the data, we learned no new information to strengthen student success.

We plan to eliminate this outcome when we revise the master syllabus.

Outcome 4: Write developmentally appropriate activity plans to support play and learning in Science/Sensory, Language and Literacy, Creativity, Fine and Gross Motor, Self Concept, Emotional Skills/ Self Regulation, Social Skills and Math.

- Assessment Plan

- Assessment Tool: activity plans
- Assessment Date: Winter 2014
- Course section(s)/other population: all
- Number students to be assessed: one third of enrolled students, minimum of ten
- How the assessment will be scored: departmentally-developed rubric
- Standard of success to be used for this assessment: 60% of sampled work will be scored 8 -10 on a ten point scale (1 is lowest and 10 highest).
- Who will score and analyze the data: Members of the CCP Advisory Committee or their designates will score the work samples and make recommendations to the program staff.

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	2019	

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

# of students enrolled	# of students assessed
32	32

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.

Twenty-seven students completed the assessment tool. Twenty-nine students completed the course, and two students did not complete the assessment tool.
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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.

Two evening sections and one DL section are included in this report.
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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.

Outcome 4 has nine different components. Nine content-specific lesson plans were used to assess this outcome. For each component (science/sensory,
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language/literacy, creative arts, fine motor, gross motor, self-concept, emotional development, social skills and mathematics), there is a corresponding set of lesson plans, which students complete, yielding data to assess this outcome. Both evening classes utilized the same sets of assignments, although they were grouped in different ways and assigned different point values. The assignments were assessed using a departmentally-developed rubric that reflects CDA standards.

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

The standard of success states 60% of students will score 8-10 on a departmentally developed rubric.

96% of students scored 80% or higher on this assessment. The standard of success was met.

95% of the on-campus students scored more than 80% and 100% of the online students scored more than 80%.

The standard of success of 60% is low and will be strengthened.

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

Our students are learning to construct developmentally appropriate lesson plans that reflect CDA content. They did exceptionally well in this assessment of the course's effectiveness.

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.

While our students met the standard of success, the concept of a detailed lesson plan is new to most of them. We are committed to finding improved ways of helping our students understand this important process and have already strengthened our assessment rubric to give students specific feedback on their areas of strength and areas for improvement.

Additionally, we will improve our instructional strategies in this area through the use of technology and assembling a bank of sample plans from former students.

### 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.

N/A

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?

While this course is meeting the needs of students, this assessment process highlighted the importance of revising our online course structure to support student success. We have modified course assignments to highlight essential content to encourage students to complete the necessary assessments.

We discovered that Outcome 3 is redundant, and it will be eliminated when we revise the master syllabus.

Additionally, the standards of success for our outcomes are too low. These will be strengthened when we revised the master syllabus.

The assessment shows that we are providing students with current knowledge and expertise in the field. Additionally, 100% of our students who seek the national CDA credential are successful.

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

This information is currently shared with faculty teaching this course. Additionally, all assignments and rubrics have been standardized and uploaded to all sections of Blackboard to ensure consistency in all sections and delivery methods.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Remove Outcome 3.	Outcome 2 and 3 contain the same information - they are reviewed either as individual	2020

		assignments, or as a compiled portfolio. The individual assignments (Outcome 2) yield data that are more meaningful.	
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	The online section of this course is being revised with guidance from CiTL.	<p>The learning units in the online sections contain many resources and activities that students in addition to the essential components of the course. It is difficult for our students to discern which of these activities are required and which are optional.</p> <p>Under guidance from CiTL, we have moved all of the extra activities to an "Optional Resources" folder. It is our intent that this will help students focus on the essentials, better using the optional resources as needed.</p>	2020
Other: Standards of Success	A new master syllabus is being developed with stronger standards of success for Outcome 1, 2 and 4.	The current standards of success do not match expectations for students desiring external certification.	2020

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

6.
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### III. Attached Files

[Outcome 4 Rubric](#)

[CCP 123 Course Assessment Data](#)

[Outcome 2 Rubric](#)

[Sample Test - Physical Development](#)

<b>Faculty/Preparer:</b>	Beth Marshall	<b>Date:</b> 10/04/2019
<b>Department Chair:</b>	Ruth Walsh	<b>Date:</b> 10/05/2019
<b>Dean:</b>	Brandon Tucker	<b>Date:</b> 10/15/2019
<b>Assessment Committee Chair:</b>	Shawn Deron	<b>Date:</b> 11/08/2019

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: **CCP 123**  
 Course Title: **CDA-II**  
 Division/Department Codes: **MNBS:BEH**
  
2. Semester assessment was conducted (check one):  
 Fall 20\_\_  
 Winter 2007  
 Spring/Summer 20\_\_
  
3. Assessment tool(s) used: check all that apply.  
 Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify): instructor designed test
  
4. Have these tools been used before?  
 Yes  
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.  
 NA

5. Indicate the number of students assessed/total number of students enrolled in the course.  
  
 30 students enrolled in two sections
  
6. Describe how students were selected for the assessment.  
  
 All student scores were used

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

This is the first formal assessment for this course. Each semester an informal assessment is conducted (student suggestions, an analysis of student unit assessment scores, review of student unit competency statements or papers and submitted Professional Resource File items). Changes are made in content and delivery and assessed to see if the changes have had a positive impact. We have updated content and clarified assignments and developed grading rubrics.

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.

**Outcomes to be assessed:**

“Identify appropriate practices for a Child development Associate in the seven functional areas covered in the course: creative, self, social, guidance, families, program management and professionalism”

**Assessment tool:**

item analysis of instructor developed ten question multiple choice test for each of the seven areas.

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3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.*

Refer to attached data summary for details.

For the most part, students are grasping the course content and making appropriate applications to their own child care settings. Evidence is the relatively high rate of correct responses to most questions. In working with adult students, they frequently have to unlearn common practices and beliefs before they can learn and implement new ways to do things. Most of questions that had low scores dealt with common practices used in many child care settings that we are trying to change to more effective evidence-based practices. Our challenge is to find better ways to change attitudes and values so that practices and correct answers follow.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*

The standard of success: each question shall be answered correctly by at least 70 % of the students. Refer to attached data summary. Eight out of a total of 70 test items (10 questions for each of the seven units) did not meet criteria. The questions were used to assess student mastery of course content at the conclusion of each of the units covered by the course; each of the seven instructor designed tests consisted of ten multiple choice questions. The average score for each unit test is included in the attached summary.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

**Strengths:** Students are learning most course content as indicated by answers to multiple choice test questions. The average score for all tests was 8.68 with a range of 9.25 to 8.35 for individual assessment tests. The areas of professionalism, families, program management, guidance and self were the strongest areas with social and creative being the lowest. Other outcomes are being assessed through other measures in subsequent course assessment exercises.

**Weaknesses:** Students indicate being "confused" by some question options and some students answered what they do in their programs rather than what was covered in class. There are a number of "standard" procedures used in child care programs that are outdated or not developmentally appropriate. These are practices that we certainly want to change through education but it seems that some habits are harder to change than others, especially among experienced, older students.

In addition, three students whose first language is not English had consistently lower scores on most tests.

**III. Changes influenced by assessment results**

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

Test questions will be reviewed and possible revisions made in the questions themselves and/or the four multiple choice answers. The goal is to further define answers so that a student makes an accurate choice based on knowledge rather than on semantics.

Additional emphasis will be placed on changing attitudes through altering course delivery modes (more simulations activities and more assignments emphasizing implementing strategies learned in

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class). Additional emphasis will be placed on volunteering in a classroom for students who are not concurrently enrolled in the practicum course.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

a.  Outcomes/Assessments on the Master Syllabus

**Change/rationale:** Include statement requiring concurrent enrollment in the practicum course CCP 132 or equivalent documented volunteer experience in a licensed program. This should emphasize the practical side of “active learning” for the adult student and should increase implementation of and understanding of competencies required by the course.

b.  Objectives/Evaluation on the Master Syllabus  
Change/rationale:

c.  Course pre-requisites on the Master Syllabus  
Change/rationale:

d.  1<sup>st</sup> Day Handouts

**Change/rationale:** Include statement requiring concurrent enrollment in the practicum course CCP 132 or equivalent documented volunteer experience in a licensed program. This should emphasize the practical side of “active learning” for the adult student and should increase implementation of and understanding of competencies required by the course.

e.  Course assignments

**Change/rationale:** Make a gradual shift from using the Skill Builder’s Journal textbook to using instructor designed practical assignments. Currently these other assignments are not computed for the course grade (scored as completed/not completed) and we will move to more graded assignments in addition to the ones required for the CDA itself. This change will be implemented with the next new master syllabus revision.

f.  Course materials (check all that apply)

**Textbook:** drop the Skill Builder’s Journal that accompanies the textbooks. The information in this text was previously incorporated in the actual textbook; I have not liked the change and many students don’t buy the separate text or use it effectively. We will continue with the main textbook for the time being.

**Handouts:** More handouts will be produced to covered specific topics that are not covered well in the textbook (in my opinion). These will be loaded onto Blackboard as lecture supplements or tutorials. This should clarify the differences between developmentally appropriate practices and common practices and therefore improve test responses.

Other:

g.  Instructional methods

**Change/rationale:** More course content will be delivered in class as simulations or “forced” Participation to increase active learning with the hope that the active involvement of more students in class discussions and activities will increase test scores.

h.  Individual lessons & activities

**Change/rationale:** All assignments will be included as a part of the total grade rather than just those required by the CDA Council. The hope is that students will take the other assignments more seriously and change attitudes and behaviors as a result.

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1. What is the timeline for implementing these actions?

Gradual development of materials, assignments and instructional methods to be fully implemented for the next master syllabus revision in 2009.

**IV. Future plans**

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

The multiple choice tests were somewhat effective in measuring student achievement; they are to be considered as a part of the entire course assessment that also includes seven written papers and professional resource file items. The most effective use of this assessment was to see how effective the multiple choice tests were themselves.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

Each test question and its answers will be reviewed and revised as appropriate.

3. Which outcomes from the master syllabus have been addressed in this report?

All \_\_\_\_\_ Selected  X

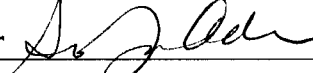
If "All", provide the report date for the next full review: \_\_\_\_\_.

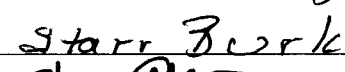
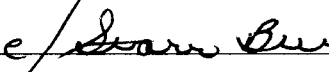
If "Selected", provide the report date for remaining outcomes:


Fall 2008: review of Competency Statements (papers), random sample of 1/3 enrolled students

Fall 2008: selected items from the CDA Professional Resource File, random sample of 1/3 enrolled students

**Submitted by:**

Name: Sara Jane Adler  Date: 07/18/08  
Print/Signature

Department Chair: Starr Burke / Sean Burke Date: 7/22/08  
Print/Signature  

Dean: Martha Stouck Date: 7/22/08  
Print/Signature 

*logged 7/24/08 sjv*