Discipline	Course Number	Title
Child Care Professional	122	CCP 122 09/06/2019- Essentials of Early Care and Education - I
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 six CDA functional areas covered in the course: safety, health, learning environment, families, program management, and professionalism.

- Assessment Plan

  o Assessment Tool: multiple choice tests

  o Assessment Date: Fall 2013

  o Course section(s)/other population: every section

  o Number students to be assessed: all enrolled students

- How the assessment will be scored: electronically scored using departmentally-developed answer key

- Standard of success to be used for this assessment: 80% of students will score 70% or higher on each of the six sub-tests.

- 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	2019	

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

# of students enrolled	# of students assessed
57	39

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.

45 students completed the course. Six students were part of a pilot high school course, and the instructor used different methods of assessing student learning, so they are not included in this assessment. Six students did not finish the course. Additionally, six students did not take the majority of the tests and were excluded from the data sample.

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.

Six content tests were used to assess this outcome. Outcome 1 has six different components. For each component (safe, healthy, learning environment, families, program management, and professionalism), 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.

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: <u>Yes</u>
The standard of success states *80% of students will score 70% or higher on each of the six sub-tests.* 97% of students scored 70% or higher. The standard of success of was met. 100% of the students in the on-campus sections scored 70% or higher. 83% of the online students scored 70% or higher. Only one student scored less than the 70% standard.

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 six 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 six 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.

Outcome 2: Describe appropriate practices for a child care professional in the six CDA functional areas covered in the course: safety, health, learning environment, families, program management and professionalism and reflect upon how the adult's actions impact children.

- Assessment Plan
    - Assessment Tool: Reflective statements on own teaching practices

- o Assessment Date: Winter 2014

- o Course section(s)/other population: A randomly selected sample of one third of student papers

- o Number students to be assessed: Select random sample of students enrolled, with a minimum of 10 samples

- o How the assessment will be scored: The papers will be evaluated using a departmentally-developed rubric that meets national CDA requirements.

- o Standard of success to be used for this assessment: 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.

- o Who will score and analyze the data: Members of the CCP Advisory Committee or their designates will score the papers using the rubric 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
57	39

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.

35 students completed the assessment tool. Six students were part of a pilot high school course, and the instructor used different methods of assessing student learning so they are not included in this assessment. Six students did not finish the course, and six 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 six different components. Six sets of content-specific assignments were used to assess this outcome. For each component (safe, healthy, learning environment, families, program management, and professionalism), there is a corresponding set of assignments, 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-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.

77% of the students scored 80% or higher on this assessment. The standard of success was met.

78% of students in the on-campus sections and 75% of students in the online section met the standard of success.

Additionally, when each component of the assessment was a separate assignment, 100% of the students met the standards 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 the 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.

The assessment will be broken down into separate assignments (rather than combined) as this facilitated students' success. The standards of success for this

outcome are low. A new master syllabus will be developed with stronger standards of success using individual assignments and updated rubrics.

Outcome 3: Compile specific resource items for a Professional Portfolio.

- Assessment Plan

    o Assessment Tool: Professional Portfolio of teaching resources

    o Assessment Date: Fall 2014

    o Course section(s)/other population: all sections

    o Number students to be assessed: Select random sample of one third of students enrolled in all sections with a minimum of ten students

    o How the assessment will be scored: departmentally-developed rubric for each of the eight items submitted

    o Standard of success to be used for this assessment: 60% of items will score an 8 - 10 on a ten point scale (10 being highest and 1 the lowest rating) for each of the eight resources.

    o Who will score and analyze the data: Members of the CCP Advisory Committee or their designates will blind-score the sampled items using the rubric for each of the five resource 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
57	39

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.

39 students completed the assessment tool. Six students were part of a pilot high school course, and the instructor used different methods of assessing student learning, so they are not included in this assessment. Six students did not finish the course, and six 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: <u>Yes</u>

    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.

    77% of the students scored 80% or higher on this assessment. The standard of success was met.

    78% of students in the on-campus sections and 75% of students in the online section met the standard of success.

    Additionally, when each component of the assessment was a separate assignment, 100% of the students met the standards 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: Collect and reflect upon family opinions of the child care professional.

- Assessment Plan

  - Assessment Tool: Reflection Paper

  - Assessment Date: Winter 2014

  - Course section(s)/other population: all

  - Number students to be assessed: one third of randomly selected students, minimum of ten

  - How the assessment will be scored: departmentally developed rubric

  - Standard of success to be used for this assessment: 75% of samples will score 4 or 5 on a five point scale (4 = excellent and 5 = professional/superior).

  - Who will score and analyze the data: Members of the CCP Advisory Committee or their delegates will evaluate samples 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
57	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.

This outcome is no longer assessed. See rationale below.

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 outcome is no longer assessed. See rationale below.

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

> When the master syllabus was developed, this outcome was required for the national Child Development Associates (CDA) credentialing process. The CDA changed their standards in 2013. Since then, the curriculum was updated and there is no longer a need to collect a reflection paper on family opinions of the child care professional.
>
> The new CDA standards include a reflective paragraph on family questionnaires. Since 2013, the reflective paragraph has been included as one of the assignments used to assess Outcome 2.

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
>
> Because this tool is no longer used, Outcome 2 captures the results.

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

> Please see section 7 from Results by Outcome 2. Moving forward, this tool will no longer be used, because it has been updated for the CDA credential.

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.

> Please see section 7 from Results by Outcome 2. Moving forward, this tool will no longer be used, because it has been updated for the CDA credential.

Outcome 5: Write a professional philosophy statement which summarizes his/her viewpoint about early care and education.

- Assessment Plan

    o Assessment Tool: philosophy statement

    o Assessment Date: Fall 2014

    o Course section(s)/other population: all

- o   Number students to be assessed: one third of randomly selected students, minimum of ten

- o   How the assessment will be scored: departmentally developed rubric

- o   Standard of success to be used for this assessment: 75% of students will score 4 or 5 on a five point scale, 4 = excellent and 5 = professional.

- o   Who will score and analyze the data: Members of the CCP Advisory Committee or their designees will score and analyze the results to make suggestions 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
57	41

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.

41 students completed the assessment tool. Six students were part of a pilot high school course, and the instructor used different methods of assessing student learning, so they are not included in this assessment. Six students did not finish the course, and four 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.

Students are required to submit a professional philosophy statement paper. This paper reflects their knowledge of current child development standards and how they are applying or will apply them to their own work with children. This paper is submitted as a culminating piece at the end of the course. We critique the paper by applying a rubric that looks for statements that address the six content areas covered in this course: safe, healthy, learning environment, families, program

management and professionalism, as well as specific examples about what students will do in each area.

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 75% of students will score 4 or 5 on a five point scale, 4 = excellent and 5 = professional.

95% of students scored 80% or higher on this assessment. The standard of success was met.

95% of students scored 100% on this assessment. 97% of the on-campus students scored 100% and 86% of the online students scored 100%.

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

The assessment data demonstrates that our students do exceptionally well in reflecting on the six content areas covered in this class and connecting each content area with specific professional practices that they do or plan to do in their work with young children.

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.

In our plan for continuous improvement, an updated rubric has been developed to reflect revised CDA Standards. This will ensure our students continue to be successful in pursuing their national credential.

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 staying current with national CDA requirements. We have modified course assignments to eliminate all content and assignments that are no longer relevant 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.

We further discovered that Outcome 4 is no longer relevant (and is reflected in Outcome 2) and it will be removed when we revise the master syllabus.

Additionally, the standards of success for all 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 assignments, or as a compiled portfolio. The individual assignments (Outcome 2) yield data that are more meaningful.	2020
Outcome Language	Remove Outcome 4.	This content has been updated for the	2020

		CDA credential and is currently being assessed in one of assignments reflected in Outcome 2.	
Assessment Tool	Rename the tool for Outcome 5 as Professional Philosophy Statement.	This change will align the tool with current CDA Standards.	2020
Other: Standards of Success	A new master syllabus is being developed with stronger standards of success for Outcome 1, 2 and 5.	The current standards of success do not match expectations for students desiring to receive external certification.	2020

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

> 6.

III. Attached Files

Competency Rubric
CCP 122 assessment data
Philosophy rubric
Safe test questions
Families test questions
Professionalism test questions

Faculty/Preparer:	Beth Marshall	**Date:**	09/19/2019
Department Chair:	Ruth Walsh	**Date:**	09/20/2019
Dean:	Brandon Tucker	**Date:**	09/23/2019
Assessment Committee Chair:	Shawn Deron	**Date:**	10/10/2019

COURSE ASSESSMENT REPORT

I. Background Information
1. Course assessed:

    Course Discipline Code and Number: **CCP 122**
    Course Title: **CDA-I** *Child Development Credentialing I*
    Division/Department Codes: **MNBS:BEH**

2. Semester assessment was conducted (check one):
    ☒ Fall 2007
    ☐ Winter 20__
    ☐ 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): **papers**

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.

    Yes, the grading rubric was refined (copy attached)

5. Indicate the number of students assessed/total number of students enrolled in the course.

    1/3 randomly selected students enrolled 9/28

6. Describe how students were selected for the assessment.

    Randomly selected by toss of a coin beginning with the first student on the class list until nine students were selected.

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

    The grading rubric was refined.

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

    "Describe appropriate practices for a Child Development Associate in the six functional areas covered by the course: safe, healthy, learning environment, physical and cognitive development and communication."

Each fall two units are to be assessed: this year it is unit 3: learning environment and unit 4: physical. Units 1 and 2 were informally assessed in the Fall 2006 semester; units 5 and 6 will be formally assessed Fall 2008.

COURSE ASSESSMENT REPORT

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. The average score for the unit 3 competency statement papers was 7.7 (above the 70 % success criteria) with one third of the students scoring below 70%. The major reasons for the lower scores were using vague statements such as "encourage" rather than describing their own specific behaviors describing how they encouraged a child to do something and using vague statements such as "provide a variety of large muscle activities" rather than giving specific examples of large muscle activities they did provide such a riding toys, climbers, and obstacle courses. Other points were lost for failure to use the spell check and grammar check features on their computer software programs.

The average score for unit 4 competency paper was 9.0 (above the 70% success criteria) and all students were at or above that score.

In both cases the description of developmentally appropriate examples showed that the students were grasping course content and were able to apply it to their own child care settings.

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.***

Grading rubric is attached.
Standard of success is 70% score for selected sample of students on each unit competency statement paper. One third (three) of the sample scores were below 70%. These were due to using vague language and were correct on re-submissions.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
6.

Strengths: The students clearly know the course content and could make applications to their unique child care settings.

Weaknesses: Some students used vague phrases and some lost points because they did not adequately use the spell check and grammar check features on their computer software programs.

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.

The handout that describes how to write the papers will be revised to be more specific. We already write one in class and the student word processes it at home and submits it the following week.

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:

COURSE ASSESSMENT REPORT

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

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

    d. ☐ 1st Day Handouts
        Change/rationale:

    e. ☐ Course assignments
        Change/rationale:

    f. ☒ Course materials (check all that apply)
        ☐ Textbook
        ☒ Handouts
        ☐ Other:

    g. ☐ Instructional methods
        Change/rationale:

    h. ☐ Individual lessons & activities
        Change/rationale:

3. What is the timeline for implementing these actions? Before next master syllabi revision

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 assessment tools assessed the specific outcomes required for the students' papers to be approved by the national CDA office so we consider the assessment to be effective. We also were able to see specific areas we need to work on to better prepare the students for the writing assignments.

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

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:

Additional outcomes (multiple choice tests) were assessed this semester. The other outcomes will be assessed the fall of 2008.

Submitted by:
Name: ___Sara Jane Adler___ ~~_signature_~~ ___ Date:_07/15/08_ ___
    Print/Signature

Department Chair: ___Starr Burke / Starr Burke___ Date: _7/22/08_
    Print/Signature

Dean: ___M. Showalter / Martha Showalter___ Date: _7/22/08_
    Print/Signature

logged 7/22/08 √