Discipline	Course Number	Title
Early Childhood Development	230	ECD 230 06/17/2025-Child Observation and Assessment
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 objective anecdotes that reflect children's behaviors and skills.

- Assessment Plan

    o Assessment Tool: Selected multiple-choice questions

    o Assessment Date: Winter 2020

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

    o Number students to be assessed: All students

    o How the assessment will be scored: Departmentally-developed answer key

- o Standard of success to be used for this assessment: 75% of all students will achieve a minimum of 75% correct responses on the selected sample of questions

- o Who will score and analyze the data: CCP faculty

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)
2024, 2023	2023, 2025	

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

# of students enrolled	# of students assessed
54	54

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.

All students 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.

All assessed sections were delivered online (DL), which is the sole mode of delivery for this course.

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

Students were assessed using a multiple-choice, short-answer test.

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 54 students assessed, 48 (88.99%) achieved a score of 75% or higher, while 6 students did not meet this benchmark. As a result, the Standard of Success was achieved. These results indicate that the course is effectively supporting student learning outcomes related to identifying objective anecdotes.

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

> Based on my analysis of student performance, the majority of students successfully met the learning outcome of identifying objective anecdotes that accurately describe children's actions and/or statements. This indicates that the instructional strategies and course activities are effectively supporting student learning in this area.

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 overall performance was strong, some students showed minor inconsistencies in distinguishing between objective observations and subjective interpretations. To support continuous improvement, I plan to incorporate additional practice opportunities focused specifically on recognizing and eliminating bias in anecdotal recording. This may include peer review exercises and guided examples with feedback.
>
> By refining these instructional supports, I aim to ensure that all students develop a deeper understanding of objectivity in observation, which is foundational for valid developmental assessment.

Outcome 2: Apply NAEYC?s Developmentally Appropriate Practices assessment guidelines to assess children's levels of development based on anecdotal and portfolio evidence.

- Assessment Plan
    - Assessment Tool: Child Assessment assignment
    - Assessment Date: Winter 2020
    - Course section(s)/other population: All sections
    - Number students to be assessed: All students
    - How the assessment will be scored: Departmentally-developed rubric
    - Standard of success to be used for this assessment: 70% of students will score a four of five or higher
    - Who will score and analyze the data: CCP faculty

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)

2024, 2023	2025, 2023	

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

# of students enrolled	# of students assessed
54	53

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.

> One student did not complete the course and did not attempt this assignment.

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.

> All assessed sections were delivered online (DL), which is the sole mode of delivery for this course.

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

> Students observed young children and recorded objective anecdotes, then analyzed this assessment data to determine developmental levels using an early childhood assessment tool. A rubric was used to evaluate their work, focusing on the quality of the anecdotal observations and the accuracy of the identified developmental levels.

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 53 students assessed, 51 (96.2%) achieved a score of 80% or higher, while 2 students did not meet this benchmark. As a result, the Standard of Success was achieved. These results indicate that the course is effectively supporting student learning outcomes related to assessing young children's development based on anecdotal evidence.

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

> The vast majority of students (96%) successfully met the objective of assessing children's levels of development using anecdotal and portfolio evidence they

collected. This high level of achievement can be attributed, in part, to the structured support provided during the assessment process.

Specifically, the inclusion of regular check-ins over the five-week child assessment period allowed students to receive timely feedback and make corrections while still learning the process. This ongoing guidance helped reinforce key concepts and improve the accuracy and objectivity of their observations, ultimately supporting their success in meeting the learning outcome.

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.

Although student performance was strong, with 96% meeting the learning outcome, there is still room for continuous improvement. A small number of students procrastinated on their assessments, attempting to complete the work in a shorter time frame rather than using the full five weeks intended for observing and assessing a child. This often resulted in less thorough documentation and weaker connections to developmental indicators.

To support ongoing improvement, I will continue with regular check-ins that have proven effective in guiding student progress. Additionally, I plan to strengthen support by sending more frequent and direct reminders about pacing, awarding points for meeting check-in deadlines, and referring students to success coaches for assistance with time management. These strategies aim to reinforce the importance of sustained observation and help all students successfully meet the learning outcome.

Outcome 3: Plan appropriate classroom strategies (including materials, activities and interactions) that scaffold learning and development using assessment data.

- Assessment Plan
    - Assessment Tool: Lesson plans
    - Assessment Date: Winter 2020
    - Course section(s)/other population: All sections
    - Number students to be assessed: All students
    - How the assessment will be scored: Departmentally-developed rubric
    - Standard of success to be used for this assessment: 70% of all students will score a four of five or higher
    - Who will score and analyze the data: CCP faculty

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)
2024, 2023	2025, 2023	

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

# of students enrolled	# of students assessed
54	50

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.

> 1 student did not complete the course. 3 students did not complete the assignment.

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.

> All assessed sections were delivered online (DL), which is the sole mode of delivery for this course.

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

> Students used assessment data to develop appropriate classroom strategies, which included selecting materials, planning interactions, and designing an activity. Their effectiveness in each component was evaluated using a rubric.

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 50 students assessed, 44 (88%) achieved a score of 80% or higher, while 6 students did not meet this benchmark. As a result, the Standard of Success was achieved. These results indicate that the course is effectively supporting student learning outcomes related to using assessment data to plan appropriate classroom strategies.

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

Based on the analysis of student performance, the majority of students (88%) successfully achieved the learning outcome of using assessment data to plan activities that support and scaffold children's development. This suggests that the instructional strategies and course activities are effectively promoting student learning in this area.

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 the majority of students met the learning outcome of using assessment data to plan activities that scaffold children's development, there are still opportunities for improvement. Some students showed a limited ability to clearly connect assessment findings to intentional instructional strategies.

To support continuous improvement, I plan to restructure the assignment used to assess this outcome by breaking it into three separate components. First, students will submit assessment data and receive feedback. Next, they will propose appropriate materials and strategies based on that data. Finally, they will develop a detailed activity plan. This staged approach will provide timely feedback at each step and allow students to build their understanding gradually, ultimately leading to stronger connections between assessment and instructional planning and improving overall success.

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 is being 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?

Overall, this course is highly successful in meeting the needs of students. The assessment results show that students are achieving the intended learning outcomes, and there were no major surprises in terms of their performance. However, the process did highlight the ongoing need to refine and strengthen course content to ensure continued success.

In particular, I plan to add more direct reminders and assign points for meeting check-in deadlines related to the comprehensive child assessment. This will help students stay on track and manage their time more effectively. Additionally, I will restructure the assignment focused on using child assessment data to inform

instruction by breaking it into smaller, sequenced parts. This will allow for timely feedback and deeper learning at each stage, ultimately supporting improved student understanding and application of the material.

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

This information, including the action plan, will be shared with departmental faculty through the updated course manual. Additionally, it will be directly communicated to all faculty members who teach this course to ensure consistency in implementation and to support continuous improvement across all sections.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Revise the master syllabus outcome language to align with current standards and clearly define the specific student learning being assessed.	While the current master syllabus language is adequate, further revisions based on course data will help strengthen alignment with current standards and more clearly articulate the specific learning being assessed. This will support ongoing improvement of the course and ensure greater clarity and consistency in student expectations and evaluation.	2025
Assessment Tool	Assessment tools will be changed to reflect a success rate of 75% of students will achieve 75% or higher.	The current tool describes 4 out of 5. This is an out-of-date rubric and no longer relevant.	2025

Course Assignments	The course assignment for Student Learning Outcome 2 will be revised to include point values for meeting check-in deadlines, encouraging students to complete the work gradually over time.	This strategy was identified from the course assessment.	2025
Course Assignments	The assignment for Student Learning Outcome 3 will be revised by breaking it into smaller, sequenced components focused on using child assessment data to inform instruction.	This structure will provide opportunities for timely feedback and promote deeper learning at each stage, ultimately enhancing students' understanding and ability to apply the material effectively.	2025
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Update the course textbook.	A more recently published textbook aligns more effectively with the goals and content of the course.	2025

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

6.

III. Attached Files

[SLO 1 Data](#)
[SLO 2 Data](#)
[SLO Data](#)

Faculty/Preparer: Beth Marshall   **Date:** 06/20/2025
Department Chair: Beth Marshall   **Date:** 06/23/2025
Dean: Eva Samulski   **Date:** 06/23/2025
Assessment Committee Chair: Jessica Hale   **Date:** 02/05/2026