

Eastern West Virginia Community and Technical College COURSE ASSESSMENT REPORT

Course Title and Number: PSY213 Guiding the Behavior of Children	Academic Term and Year of Assessment Activity (Ex: Fall, 2010) Spring 2012
Report Submitted By: Amy M. Entwisle	Number of Students Assessed: 24
Date Report Submitted: August 1, 2012	Number of Sections Included:1
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): Web based	

Course Role in the Curriculum
Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.
Requirement for early childhood certification and elective for nursing programs

Assessment Methods
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
Midterm (fill in the blank, multiple choice), final (fill in the blank, multiple choice), weekly assignments (essay, research, discussions, plans for future curriculum and daycares).

Assessment Results										
Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to "See attached".										
<table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Assessment Results Data</caption> <thead> <tr> <th>Outcome</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>100%</td> </tr> <tr> <td>2</td> <td>95%</td> </tr> <tr> <td>3</td> <td>98%</td> </tr> <tr> <td>4</td> <td>88%</td> </tr> </tbody> </table>	Outcome	Percentage	1	100%	2	95%	3	98%	4	88%
Outcome	Percentage									
1	100%									
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Course Level Assessment Summary of Outcomes, Indicators and Results				
Course Title and Number PSY 213 Guiding Behavior of Children				
Number of students in assessment sample = 24				
Number of Sections in Assessment = 1				
Add additional rows to table if necessary				
Learning Outcomes (Insert learning outcomes assessed during this cycle)	Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (80%)* (yes or no)
Outcome 1: Analyze the	If Gretchen were in the second stage of	100%	0%	yes

<p>developmental and social competence of the young child</p>	<p>prosocial behavior in question 5, how would you explain her behavior?</p> <p><input type="checkbox"/> 1. Gretchen had decided not to help.</p> <p><input type="checkbox"/> 2. Gretchen did not like Molly.</p> <p><input type="checkbox"/> 3. Gretchen was not aware that Molly needed help.</p> <p><input type="checkbox"/> 4. Gretchen is antisocial.</p> <p><input type="checkbox"/> 5. None of these answers. (Final)</p>			
<p>Outcome 2:List different types of play</p>	<p>Directions: Choose four of the following play scenes. Identify the play type and then generate two strategies to support children’s play for that scene.</p> <p>Play Scene 1. Two children have been playing in the housekeeping area for several minutes. Jerome is cooking at the stove, Julia is sitting at the table waiting to be served. Rosemary approaches and looks on, but says nothing. You get the sense that she would like to play.</p> <p>Type of play:</p> <p>Strategy 1:</p> <p>Strategy 2:</p> <p>Play Scene 2. Gerald goes over to the puzzle table. Every puzzle is out, many are only half assembled. He begins to walk away.</p> <p>Type of play:</p> <p>Strategy 1:</p> <p>Strategy 2:</p> <p>Play Scene 3. You have been assigned to the sand table. No children are in your area.</p> <p>Type of play:</p> <p>Strategy 1:</p> <p>Strategy 2:</p> <p>Play Scene 4. Children are playing house. Gena is the mom, Carlos is the dad. Gena wants Carlos to pretend to cook pancakes. Carlos says, “Dads don’t cook.” Gena insists that they do. They look to you, “Teacher, he/she doesn’t know how to play.”</p>	<p>94.7%</p>	<p>5.3 %</p>	<p>yes</p>

	<p>Type of play:</p> <p>Strategy 1:</p> <p>Strategy 2:</p> <p>Play Scene 5. The children are playing a game of freeze tag on the playground. At first, everyone is having a great time. Later, you notice that some of the younger children are having a hard time keeping up or seem frightened at being chased constantly.</p> <p>Type of play:</p> <p>Strategy 1:</p> <p>Strategy 2:</p> <p>Play Scene 6. The children get out the Candy Land game. Sarah says, "Here's how you play." Theresa says, "That's not the way, it's like this." The children turn to you and both say, "Teacher, she doesn't know how to play!"</p> <p>Type of play:</p> <p>Strategy 1:</p> <p>Strategy 2:</p> <p>Play Scene 7. You are outside on the playground. The children are riding their big wheels. They begin chanting silly words and making them rhyme. They are laughing as they ride by you.</p> <p>Type of play:</p> <p>Strategy 1:</p> <p>Strategy 2:</p> <p>Play Scene 8. Two children are in the block area making tall towers. They are each focused on what they are building.</p> <p>Type of play:</p> <p>Strategy 1:</p> <p>Strategy 2:</p> <p>(weekly assignment with chapter 7)</p>			
<p>Outcome 3: List some of the problems children encounter when dealing with emotions</p>	<p>1. Discuss in detail the potentially mixed emotions that may be associated with each of the following situations:</p> <ul style="list-style-type: none"> • Moving to a large city for the first time • Being selected for the lead in a school play • Anticipating the arrival of a new sibling • Going to nursery school for the first time 	<p>98.6%</p>	<p>1.4%</p>	<p>yes</p>

	<ul style="list-style-type: none"> • Going back to visit a friend you haven't seen for a long time • Hearing that an old boyfriend or girlfriend has married • Getting your driver's training license • Hearing that a friend won the contest you had entered too <p>2. How might developmental changes affect how children react in different situations? 3. What are the four things you as an adult should keep in mind when dealing with children in these situations?</p> <p>(weekly assignment chapter 5)</p>			
Outcome 4: Analyze the role of fostering a child's social competence	<p>Why is the goodness-of-fit between the caregiver and the infant or toddler an important dimension in the child's social development?</p> <p><input type="checkbox"/> 1. Children behave better</p> <p><input type="checkbox"/> 2. Adults find relationships satisfying</p> <p><input type="checkbox"/> 3. The pattern of interaction over time influences behavior</p> <p><input type="checkbox"/> 4. Babies are happier with active, intense adults (midterm)</p>	88%	12%	yes

<p>Conclusions and Action Plan</p> <p>Provide a brief summary of conclusions derived based on analysis of data. Identify action plan for improvement or maintaining current performance levels. Append additional pages if necessary. If appending, include notation in box to "See attached".</p>
<p>This was the first time I have taught this class. I will change some of the weekly assignments to clarify directives. I also collected a few examples to share with future students to help students better understand the objective of the lesson.</p>

<p>Effective Date for Changes or Curriculum Proposal Submission to LOT (if recommended)</p>	<p>Proposed Date for Reassessment</p>

<p>Assessment Committee Approval (To be posted by Assessment Committee Chair)</p>	<p>LOT Review (To be posted by Assessment Committee Chair)</p>
<p>Date: 9-4-12 (SB-G)</p>	<p>Date: 9-17-12 (SB-G)</p>