



## SLO Assessment Cycle for C D 73

*Early Childhood Mental Health* SLO Modified: [04/06/2011]

### Li Wei Sun's Team Members:

1. [Juanita Cordero](#) (x8894) C D
2. [Angela Buchanan](#) (x5420) C D
3. [Diane Langfelder](#) (x) C D
4. [Fateme Zarghami](#) (x) C D
5. [Nellie Vargas](#) (x) C D

### Additional Team members not on list/notes about team:

Li Wei Sun, Juanita Cordero, Fateme Zarghami, Julie Weatherston, Nellie Vargas, Angela Buchanan, Diane Langfelder,

### Additional Notes:

### Outcomes:

**Outcome 1: Statement** Modified: [11/22/2011]

Analyze the impact of violence on the physical and psychological well being of adults and children in childhood setting.

### Assessment Cycle Records:

**Outcome 1: Assessment Planning** Modified: [06/29/2011]

#### Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Sara Saatchi

Assessment Tools: Exams • Written Reports • Papers/Essays

Sections being assessed: 01

**Outcome 1: Reflect & Enhance** Modified: [06/29/2011]

**Number of people involved in Phase III: 1**

#### Changes:

#### Methods:

Students were evaluated by written assignments, a mid-term exam and use of a mental health screening tool. Two of the written assignments reflected the student's ability to integrate Early Childhood Mental Health theory to their direct observations of children under age 5 years. The third written assignment called for self-reflection and synthesized understanding of cultural influences on assessing young children's mental health. Student's were required to think critically about how their personal experiences influence their beliefs about early childhood mental health and how those beliefs may influence their work with young children and their families. Up to 50 points were awarded for each of the 3 written assignments.

Students were also evaluated by a mid-term exam and a final group presentation that called upon the students' ability to discriminate between various diagnoses in early childhood as well as their ability to understand cognitive, social and emotional milestones. Up to 100 points were awarded for the mid-term exam and the final presentation.

#### Summary:

It became apparent that more class time was needed to support student understanding of the final project. More teacher guidance was needed to execute strategies in a group setting. Student performance was outstanding with improved awareness of how to develop emergent curriculum based on child observation. 85% percent of the students exceeded proficiency expectations with earning grades of B or higher on these assignments. The mid-term exam results revealed the need for further critical thinking assignments to be provided in class with teacher guidance where students can practice applying concepts of early childhood mental health theory to case examples from the teacher.

#### Enhancement (Part I):

Assessment results will be shared with all the faculty who teach this class so there is more consistency for all enrolled Child Development

students. Students struggled to balance the work load among other class responsibilities. Therefore the course outline be reviewed with the Department Chair to assess the need to change this course from 3 to 4 units, given the heavy assignment load and need for further teacher guidance.

**Enhancement (Part II):**

A change in the class from 3 to 4 units will require a change in faculty load for this class as well and will be discussed with the Department Chair.

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[ Number of Outcomes for C D 73: 1 ]