# UNIVERSITY OF ARKANSAS
# PULASKI TECH

# Assessment Report: 2018-2019
# ECD 1103 - Child Growth and Development

## Course-Level Learning Outcomes - Child Growth & Dev.

### 1. What are the Course-Level Outcomes (CLOs)?

1. Compare theories related to child development from conception to middle childhood (conception to age 8). (NAEYC 1a, 1b, 1c)
2. Differentiate between the physical, cognitive, social/emotional and language characteristics of infants, toddlers, pre-school and school-age children (NAEYC 1a, 1b, 1c, 4a, 4b)
3. Document observations of infants, toddlers, preschool and school-age children and connect to the CDELS. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c)
4. Examine the biological and environmental factors influencing child development from conception to middle childhood (conception to age 8). (NAEYC 1a, 1b, 1c, 2a, 2b, 2c)
5. Analyze how culture, family and society influence growth and development from conception to middle childhood (conception to age 8). (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b)

### 2. Which CLOs were addressed for this academic year? (2018-2019)

CLO 3. Document observations of infants, toddlers, preschool and school-age children and connect to the CDELS. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c)

### 3. Which CLOs are being addressed in your assessment plan next academic year? (2019-2020)

This CLO will be assessed next academic year also.

### 4. Explain the assessment cycle.

The assessment cycle of reported assessment results was initially planned to coordinate with the program assessment cycle. CLO #3 will be assessed again next year in order to measure desired improvement in the CLO. When desired improvement is reached, the faculty will determine the next CLO to report on.

### 5. What are the assessment methods? Are they direct or indirect?

Indirect. For this CLO, faculty selected the Infant Observation project as the reported assessment. Students complete a one-hour observation of an infant in an infant classroom and complete a developmental rating scale on the child. The student then reflects on the observation experience and analyzes it in a paper. A rubric is used to grade the project.

## 6. What are the assessment goal(s)?

Students will achieve 70% or better proficiency on the grading rubric.

## 7. What were the findings for this academic year? (2018-2019)

In the Fall 2018, Students achieved an overall average 84.5% pass rate on this assessment. The lowest score received was 70% and the highest score received was 100%.

In the Spring 2019 semester, students achieved an overall average pass rate of 75% on this assessment. The instructor notes that the lowest score received on this assessment was a 0%, because one student did not turn the assessment in. Only one other student received a score below 70% and 75% of the class attained a score of 70% or better. The highest score received on this assessment was 100%.

## 8. What is your analysis of the findings?

In the Fall of 2018, faculty noticed that while the proficiency results for this project was high, the students who scored lowest did not turn in the actual completed developmental rating scale from their observation and on which their paper was based. However, they were still able to receive a passing, or "proficient" score on the project. Faculty discussed the point values on the rubric and whether more weight should be given to completion of the DRS.

In the 2019 Spring semester, faculty implemented a change in the class format and this course began meeting as a weekly hybrid rather than an every-other-week hybrid. Overall, students in the course were much more successful, and specifically, for this assignment, the overall completion of the assignment correctly was higher, but for the one student who did not turn it in. The problem of students not turning in the developmental rating scale along with their analysis was not an issue during this semester. Faculty agree that this format change for the class was positive and are implementing it again in 2019-2020.

## 9. What is the action plan for the next academic year? (2019-2020) Explain.

Faculty have discussed the results of this assessment, and while the overall proficiency was good, faculty would like to continue to see more data on the success of the class format change and the observation project in particular, and plan to try the same format in 2019-2020.