UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report: 2019-2020
ECD 1103 – Child Growth and Development

Course-Level Learning Outcomes - Child Growth

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? (2019-2020)

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? (2020-2021)

Data on CLO 3 will be reported on next year as well.

4. Explain the assessment cycle.

CLO's were selected to be assessed in coordination across various courses to begin with. For example, courses that had observation-related CLO's are all being assessed at the same time in order to better assess that skill across several courses. When Faculty believe that enough data has been accumulated, another CLO will be selected.

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? (2019-2020)

Students achieved an average of 80% on this assessment in Fall 2019, with the high score being 100% and the low of 66%. Only two students scored in the 60-69% range and the remainder of the class scored above 70%

In the Spring of 2020, students achieved an average of 87% on this assessment, an improvement over the Fall. The highest score on this assessment was 100, and the lowest was 70%. No students scored lower than 70%.

8. What is your analysis of the findings?

Students appear to be performing well on this assessment overall, and their performance appears to be improving over time.

9. What is the action plan for the next academic year? (2020-2021) Explain.

During NAEYC re-accreditation self-study, the Faculty have met and have decided to re-format and adjust course rubrics. While students are performing well here, this CLO will be assessed again once the newly formatted rubric has been implemented. It will then be compared with data from the old rubric.