### Course SLOs 1 and ctu.unitid = 708

**ECC: CDEV 103 - Child Growth and Development - SLO #3 Research Methodologies**  
- Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.

**Course SLO Assessment Cycle:**  
2014-15 (Fall 2014)

**Input Date:** 10/19/2013

**Course SLO Status:** Active

<table>
<thead>
<tr>
<th>Assessment Methods &amp; Standard and Target for Success / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
</table>
| **ECC: CDEV 103 - Child Growth and Development - SLO #3 Research Methodologies**  
Seven sections of CDEV 103 were assessed using an 8-question ungraded survey. (Survey is attached.)  
Survey/Focus Group  
**Standard and Target for Success:**  
75% of students will get each question correct.  
**Related Documents:** CDEV 103 SLO #3 Survey and Key Fall 2014.docx | 02/07/2015 - 188 students were surveyed.  
The scores for correct answers ranged from 32 to 76% as follows;  
Q 1 =55%  Q 2 = 73%  Q 3 50%  Q 4 66%  Q 528  
Q 6 76%  Q 7 4%  Q 8 32%  
The target was met for only 1 question - #6.  
This results were surprisingly low and shows the need for more direct instruction and reinforcement of these concepts. (See attached for results and graph.)  
**Standard Met?**: No | 05/07/2015 - Ask faculty to include these 8 questions in their exams, tally the results, and forward them to the assessment leader so that a separate assessment mechanism does not need to be used. This will streamline the process.  
**Action Category:** SLO/PLO Assessment Process |

**ECC: CDEV 107 - Infant/Toddler Development - SLO #3 Healthy Relationships - Develop strategies to promote healthy relationships in the care and education of infants and toddlers.**  

**Course SLO Assessment Cycle:**  
2014-15 (Fall 2014)

**Input Date:** 10/19/2013

**Course SLO Status:** Active

<table>
<thead>
<tr>
<th>Assessment Methods &amp; Standard and Target for Success / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
</table>
| **ECC: CDEV 107 - Infant/Toddler Development - SLO #3 Healthy Relationships - Develop strategies to promote healthy relationships in the care and education of infants and toddlers.**  
After reading the textbook, participating in class discussions and activities, as well as completing class assignments, a scantron survey was given to assess whether or not students are able to apply their knowledge of appropriate practices and concepts related to infant development. The survey lists 10 multiple choice and true/false questions which focused on promoting healthy relationships in the care and education of infants and toddlers. (Survey is attached.)  
Exam/Test/Quiz  
**Standard and Target for Success:**  
It is expected that students will score 80% or above on each of the 10 questions.  
**Related Documents:** CDV 107 SLO #3 Survey Fall 2014.docx | 02/09/2015 - Students fell short of the target on 4 questions. The analysis for each question is listed below. A data table and graph are attached.  
**Question 2:** (76%) in option (b) I think the term “terry” was confusing to students. We did not spend enough time in class talking about this concept and how it applies to the daily routines and care of infants and toddlers. I would need to reword this question and spend more time during the topic of caregiving as curriculum to ensure a better understanding of this topic.  
**Question 3:** (60%) In 107 we don’t spend much time talking about infant and toddler curriculum. A new class has been developed to focus on that area. We discuss the concept of caregiving as curriculum but we don’t truly define what it consist of.  
**Question 6:** (76%) Option (c) was not clear to the students. We spend a significant amount of time | 08/01/2018 - Reword Question 2 and 3 on the SLO Survey for clarification  
**Action Category:** SLO/PLO Assessment Process |

08/01/2017 - Develop a lab school on campus lab with an infant-toddler classroom at which students could observe (and perhaps participate) to better understand the teacher’s role as it relates to young children.

**Action Category:** Program/College Support |

02/29/2016 - 1. Spend more time talking about “terry” time and how it applies to the daily routines and care of...
Talking about the primary caregiving system in the course. We discuss what it means to primarily be responsible for the care of a small group of children, this however does not mean that you are only responsible for the children in that group. This option needs to be reworded and the concept of primary caregiving needs to be clarified in the course.

Question 7: (64%) Students don’t have a clear understanding of the importance of attachment in the infant and toddler years. I have spent time this past year researching information on building attachment relationships with this age group. I will incorporate more current research on attachment into the course materials.

Question 10 (43%): Students don’t understand the concept of allowing a child to “cry it out”. We talk a lot about building independence in young children and best practices. I believe students are getting the concepts confused and believe this is an acceptable way to support autonomy and independence in young children.

Standard Met?: No

Semester and Year Assessment Conducted: 2014-15 (Fall 2014)

Faculty Assessment Leader: Jennifer Montgomery

Related Documents: CDEV 107 SLO #3 Data and Graph.docx

Assessment Method Description:
After reading the textbook, participating in class discussions and activities, as well as completing class assignments, a scantron survey was given to assess whether or not students are able to apply their knowledge of appropriate practices and concepts related to nutrition and young children. The survey lists 12 true/false questions and 8 multiple choice questions which focused on the nutritional needs of young children.

SLO #3 Assessment and Key is attached below.

Assessment Method:
Exam/Test/Quiz

Standard and Target for Success:
It is expected that 80% of students will score 14 out of 20 points (70%) or above on this SLO.

02/09/2015 - Thirty (30) students took the SLO quiz. The class average was 16.5 out of 20 points, or approximately 82.5%. Many of the questions were taken from a test bank. There were 4 questions which seemed to be slightly difficult for the students (#15-18). For those particular questions, 37-50% of the class marked incorrect answers (37%, 43%, 50%, and 37% respectively). We reviewed all of the answers after the quiz was administered. Some of these questions were addressed early in the semester, but evidently weren’t reinforced enough times during the semester. The topic of nutrition is also scheduled towards the very end of the semester (due to course schedule), which might have also influenced the outcome of the assessment. The students scored extremely high on most all of the remaining questions, which met instructor expectations (the Target for Success). See attached table.

Standard Met?: Yes

08/01/2017 - It would be extremely helpful if we had an on campus lab school where the students could observe (and participate) to better understand some of the policies, procedures, etc. as they relate to the class and this specific SLO. Student learning and success would be supported through the observation and/or implementation of activities that support nutrition and general healthy (physical and emotional) development of young children.

Action Category: Program/College Support
<table>
<thead>
<tr>
<th>Course SLOs 1 and ctu.unitid = 708</th>
<th>Assessment Methods &amp; Standard and Target for Success / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Documents:</td>
<td>CDEV 110 Assessment Survey and Key.docx</td>
<td>Yes</td>
<td>03/01/2015 - I will try to prioritize reviewing class material from previous weeks more frequently.</td>
</tr>
<tr>
<td>Assessment Method Description:</td>
<td>Students completed a 10 question, multiple choice assessment that set our different roles of a teacher in the creative process. Questions 5 and 8 of the 10 questions were set at a more difficult level of understanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Method:</td>
<td>Exam/Test/Quiz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard and Target for Success:</td>
<td>A copy of the assessment instructions and questions are attached</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is expected that 50% of the participants will get 70% or more of the answers correct and that 80% or the participants should get at least 50% of the answers correct.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related Documents:</td>
<td>SLO Fall 14 CD 116 no3 Assessment Questions (1).doc</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ECC: CDEV 116 - Creative Art for Young Children - SLO #3 Creativity - Demonstrate an understanding of the many aspects of the teachers' role in enhancing creativity and the creative process.

Course SLO Assessment Cycle: 2014-15 (Fall 2014)
Input Date: 10/19/2013
Course SLO Status: Active

02/08/2015 - The data clearly supports that the Standards and Targets for success. Figure 1.1 shows the breakdown of the results for the 53 participants. Figure 1.2 shows that 62% of the participants scored 70% or over for correct answers. This exceeds the target set before the assessment. The areas that the students scored low on revealed interesting insights as follows:

- Question #1: 36 of 53 students answered the question incorrectly. Answer D was the "best answer". A and C would be considered correct. Answer B would be considered the opposite to the information taught in class and only 2 students chose this answer.
- Question #4: 38/53 Students answered this question incorrectly. Answer D was most student's choice instead of the correct answer and D would be the next best answer and still applicable to the role of a teacher.
- Question #5: 42 of 53 students answered the question incorrectly. This was the most difficult question and it was expected that only students who had an expanded and solid knowledge of the course content would choose correctly. It is important to note that only 6 students chose the answer that is irrelevant to the topic for question 5.
- Question #8: 48 of 53 students answered the question incorrectly. Answer D was most student's choice instead of the correct answer and D would be the next best answer and still applicable to the role of a teacher. Question #5: 42 of 53 students answered the question incorrectly. This was the most difficult question and it was expected that only students who had an expanded and solid knowledge of the course content would choose correctly. It is important to note that only 6 students chose the answer that is irrelevant to the topic for question 5.

Standard Met?: Yes

Semester and Year Assessment Conducted: 2014-15 (Fall 2014)
Faculty Assessment Leader: Michelle Moen

Action Category: Teaching Strategies

02/08/2015 - Continue working on vocabulary development relative to the field when developing course contents.
**Course SLOs 1 and ctu.unitid = 708**

### Assessment Methods & Standard and Target for Success / Tasks

<table>
<thead>
<tr>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan M Baxter</td>
<td>08/01/2019 - It would be extremely helpful if we had an on campus lab school where the students could observe and perhaps participate to better understand the teacher’s role as it relates to young children and language arts.</td>
</tr>
<tr>
<td>Faculty Contributing to Assessment:</td>
<td>03/15/2015 - I will try to prioritize reviewing class material from previous weeks.</td>
</tr>
<tr>
<td>Susan M Baxter</td>
<td>Action Category: Teaching Strategies</td>
</tr>
</tbody>
</table>

**Assessment Method Description:**
After reading the textbook, participating in class discussions and activities, as well as completing class assignments, a scantron survey was given to assess whether or not students are able to apply their knowledge of appropriate practices and concepts related to understanding of the many aspects of the teachers’ role in early childhood programs as they apply to language arts. The survey lists 20 true/false questions which focused on the teacher’s role with young children.

The SLO #3 Assessment Survey and Key is attached below.

**Assessment Method:**
Exam/Test/Quiz

**Standard and Target for Success:**

It is expected that 80% of students will score 14 out of 20 points (70%) or above on this SLO.

**Related Documents:**
CDEV 119 Assessment Survey M.
Moen.docx

---

**Course SLO Assessment Cycle:**
2014-15 (Fall 2014)

**Input Date:** 10/19/2013

**Course SLO Status:** Active

---

**ECC: CDEV 119 - Language Arts for Young Children - SLO #3 Role of the Teacher - Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs as they apply to language arts.**

**Course SLO Assessment Cycle:**
2014-15 (Fall 2014)

**Input Date:** 10/19/2013

**Course SLO Status:** Active

---

02/09/2015 - Fifty five (55) students took the SLO quiz. Many of the questions were taken from a test bank. The question that received the most incorrect responses was #20 regarding using books throughout the classroom. There were 4 questions which received 80% correct responses. Two (2) of these questions related to the use of worksheets in the classroom. We discussed using books throughout the classroom several times, but evidently not regularly/often. We definitely discussed more appropriate ways to teach concepts than using worksheets. Dialogs about this subject matter occurred most every week so I was surprised by the quiz results. I expected results closer to 100% for those 2 questions. The students scored extremely high on most all of the remaining questions, which met instructor expectations (the Target for Success). The class average was 17.6 out of 20 points, or approximately 88% (which is a high B letter grade).

See attachment for table with breakdown of scores.

**Standard Met?**
Yes

**Semester and Year Assessment Conducted:**
2014-15 (Fall 2014)

**Faculty Assessment Leader:**
Michelle Moen

**Related Documents:**
CDEV 119 - Data.docx

---

03/15/2015 - I will try to prioritize reviewing class material from previous weeks.

---

04/28/2015 3:15 PM