

# Student Learning Outcomes Assessment Summary

## ***Child Development and Family Studies, B.A.***

*College of Rural and Community Development*

**2017-2018**

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### **1. Assessment information collected**

Communication:

- Writing Samples from final research papers were collected from “W” designated courses in BA.

Course Content and Alignment with National Early Childhood Standards:  
Samples from course blogs were collected from CDFS major courses.

- Written Responses were collected from field work experiences within the CDFS Curriculum and Teaching concentration courses.
- Final Project websites were collected from classes.
- Student reflections based on self-assessment and learning have been collected from an assortment of courses.
- Final Program Portfolio: Portfolio links were collected from CDFS graduation candidates with faculty going through each electronic portfolio and assessing student work.

## **2. Conclusions drawn from the information summarized above**

Communication:

- Similar to previous years, students are continuing to improve in the written course work. There has been notice of writing skill improvement from students that have come from the ECE AAS. The faculty of the ECE AAS have been making an intentional effort to have students begin to understand the requirements of APA formatting. "W" designated courses have had a 2<sup>nd</sup> draft paper added to the schedule of completion for research papers, this second draft has been followed with an individual one-to-one meeting between instructor and student. Discussions are individualized with each student to provide guidance for completion of a successful final draft. With the changes in general requirements and removal of W designator on courses, the CDFS program will continue to monitor the written skills of students through the courses noted within the SLOA Plan.
- This past spring (2018) showed a marked improvement for the oral assessment of students within ECE 342, used to assess the oral skills of students. Out of the 20 students that participated all students completed the final presentation at 82% or higher. The faculty feel that additional oral presentations within other courses has helped the current results.

Course Content and Alignment with National Early Childhood Standards: Samples from course blogs were collected from specific CDFS major courses.

- Where blogs turned in by student had shown marked improvement. Instructors have been participating less in the blog experiences with the intention of letting the students lead more of the discussions. Some faculty are seeing where some students are moving back to short, shallow responses that do not necessarily demonstrate assimilation and accommodation of new information. Timeliness for completion of blog assignments is also dropping off. During fall 2018 and spring 2019, faculty will add a question to the Blue Course Evaluations to provide student feedback on the blog assignments to receive student feedback on the effectiveness of the blog assignments as well as student interest in this type of activity. Student feedback will provide guidance on how these assignments will be facilitated during the upcoming 2019-20 AY.
- This year has had additional field experiences within a few select courses within the Curriculum and Teaching concentration. This has been in response to student comments that they felt that the field experiences had strong value. The goal intended for the additional activity to this area of the course content is to provide students opportunity to participate in more hands on learning vs passive reading and text book responses and then articulate how their observations align with the information shared within textbooks, lecture and discussion. Some students have had a challenge identifying and analyzing their observations and activity to information that has been shared with them through reading and oral sharing. The faculty of CDFS feel that this may be aligned with the student skill with reflection. Instructions on reflection will be added to the course information, lectures and/or reading assignments with additional assignments to support the practice.

- In response to higher expectations of technology being used within course work continues, two specific classes have added assignments that Final Project websites were collected from classes. Student response to these assignments has been challenging. Students have needed quite a bit of guidance around their options for accessing the UA google system. The faculty will work on improving instructions to development of sites using *Google Sites* so that students are able complete these assignments with more ease. Another challenge has been the use of preferred emails that are not the UA generated emails, so, many students do not use their UA generated email, and do not know their UA generated username or general information of how to access the UA Google system. Faculty plan to share information with students about the UA google system, UA generated emails and usernames and how they can align their preferred emails with the UA generated Google system.
- All upper division ECE courses have an ending reflection expected of students that discusses what they have learned about course content in conjunction with national standards and how they will use the accommodated information within their work and the field of early childhood. These assignments are a form of student self-assessment and rely on well completed and articulated self-reflection. Some students have understood the goals of this assignment and others do not do as well. With the goal of students considering the outcomes of each course and how they would assess their learning, helps meet the national standard which state “Well prepared candidates practice is influenced by knowledgeable, reflective, and critical perspectives (NAEYC 2012). It has been understood that more instruction is needed on reflection and what that entails.

- During the 2013-14 academic year an e-Portfolio template was developed for students to turn in to demonstrate knowledge and skills learned through their CDFS program. A large percentage of CDFS students are non-traditional who attend school part-time. This means that students take a longer time to complete program coursework. The CDFS program was developed around the NAEYC National Standards for Early Childhood Professional Preparation so being able to demonstrate skill and knowledge holds importance. . Spring 2018 continues to show that a majority of students are not only perfunctory in their portfolio reflective statements, but that they have not thought to keep track of their completed assignments as they work through the program content. This is a problem since the students post completed work as artifacts demonstrating their knowledge and skill under the national standard elements. All syllabi will state that students should keep completed assignments, and to make corrections as appropriate. Additional instruction will also be stated / and shared orally in class that course work should be kept so that students do have it to post in their portfolios. As noted already in this summary; this also in part reflects on skill of reflection. Each standard element expects a reflective introduction where students complete a narrative sharing their understanding of the standard and particular element. A very clear trend is showing up in most coursework that clear instruction on reflection, what it is, how it is used as well as completed is necessary for most students. Students are also being invited to start their portfolios as soon as they are admitted to the program, with the goal that they will understand the importance of the portfolio as a capstone project as well as provide a safe place to keep artifacts available.

### **3. Curricular changes resulting from conclusions drawn above**

- Faculty and instructors will continue to assess communication as it is relevant for written and oral work consistently through specific course work. . “W” designators will be removed from ECE 445, ECE 304, ECE 306, ECE 420 within the catalog and with the “O” designator being removed from ECE 342.
- . During fall 2018 and spring 2019, faculty will add a question to the Blue Course Evaluations to provide student feedback on the blog assignments with the intent to receive student feedback on the effectiveness of the blog assignments as well as student interest in this type of activity. Student feedback will provide guidance on how these assignments will be facilitated during the upcoming 2019-20 AY.
- Instructions on reflection will be added to relevant course information, lectures and/or reading assignments with additional assignments to support the practice of intentional reflection of self. The practice of reflection is affecting several areas of the program of student outcomes.
- Faculty will work on improving instructions for students to use *Google Sites* within relevant course work so that students are able complete aligned assignments with more ease. In conjunction, Faculty plan to share information with students about the UA google system, UA generated emails and usernames and how they can align their preferred emails with the UA generated Google system.

### **4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting**

CDFS Faculty: Veronica Plumb