Annual Report for Assessment of Outcomes -- EEFS
(For Degree, Certificate or Core Outcomes)

> **To complete this Assessment Report,** please address the questions below, and send to
> *learningassessment@pcc.edu* **by June 20, 2011;** subject line: REPORT Assessment [SAC]

1. Describe changes that have been implemented towards improving students' attainment of
   outcomes that resulted from outcome assessments <u>carried out in the previous academic</u> year.
   *(Information provided here may be referenced, inserted into or summarized in Program
   Review 2.C.iii (for Core Outcomes) or 6.B.iii (for CTE Degree and Certificate outcomes).*

   No changes.

2. Identify the <u>outcomes assessed this year</u>, and <u>describe the methods</u> used.
   <u>What were the results</u> of the assessment (i.e., what did you learn about how well students are
   meeting the outcomes)?
   *(Information provided here may be referenced, inserted into or summarized in Program Review
   2.C.i& ii (for Core Outcomes) or 6.B.i & ii (for CTE Degree and Certificate outcomes)*

   a. Describe the method(s) you used.

OUTCOME: Students exiting the program with an AAS in EEFS will use their understanding of young
children's characteristics and needs, and of the multiple interacting influences on children's
development and learning, to create environments that are healthy, respectful, supportive, and
challenging for all children (PCC Outcomes: critical thinking & problem solving; professional
competence).

ASSESSMENT DESCRIPTION: Guided by observation questions and suggestions, students observe
and/or interview children and then, in written form, relate observations and interview results to specific
child development concepts for each domain of development. Students in HEC 226 complete two
integrative observation assignments during the term. For the first assignment, students can select to
observe either an infant/toddler or a preschooler. For the second assignment, students can select to
interview either a elementary school aged child or an adolescent.

The assignments were assessment by instructing faculty with a rubric. The rubric indicated the extent
to which the submission thoroughly described the child in child development terms, responded to the
questions under consideration, linked question responses and observation results to course concepts,
and was written with clarity, organization, and appropriate grammar and spelling. Rubric data was
available for 127 students from course sections offered in Fall 2010, Winter 2011, and Spring 2011.

   b. Results: What did you learn?

The mean score for this assignment was 83.2 indicating that, generally, students Adequately Met or
Achieved the standards. Rubric components were then examined for patterns of performance. For
the Links To Course Content Item, a majority of students scored as Minimally (n=27) or Moderately
(n=60) meeting the standards. This assignment component requires that students link up what they
observed or heard from the child with specific developmental information or concepts. Comparing
what they might expect based on course concepts with what they actually observed or heard in the
interview.

It is unclear whether this is the result of 1) insufficient knowledge of developmental information on the part of students, 2) insufficient opportunities for practice in making links between observations, practice, and development, 3) insufficient explanation of expectations in the assessment instructions, or 4) a disconnect between faculty explanations of the requirement as indicated in the assessment instructions and faculty expectations for achievement that emerge during grading.

3. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of outcomes.

Based on the finding that students appear to struggle with the use of developmental information, EEFS program faculty spent a great deal of time discussing in meetings and with the EEFS Advisory Committee how to help students better link the behaviors and characteristics they observe in children with developmental information and milestones. The program is considering the adoption of a "universal" developmental resource that might serve as a foundation of development for multiple classes. As students become comfortable with this information, developmental details and aspects can be considered and added to the knowledge base. Finally, with developmental "fluency," students can then be encouraged to critically examine development in light of sources of individual difference.