Program Name: Child Development  
Course Name/Number:  
Contact: Please type the name of one point of contact for this document.  
Participants: Please type the name(s) of all contributors to this document.  
Date: Spring 2011

Instructions: To begin assessment of student learning outcomes please complete Step 1 below.

STEP 1

<table>
<thead>
<tr>
<th>Intended Course Outcome</th>
<th>Means of Assessment (Both categories below fall under the above title on TracDat)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment Task</td>
</tr>
<tr>
<td></td>
<td>Criteria/Expected Level of Achievement</td>
</tr>
</tbody>
</table>
| **SLO #1: Development/Behavior Relationship:** Analyze the relationship between children’s social-emotional development and challenging behavior. | **What:** Students will be given two situations which they must analyze in a two-page paper.  
**How:** The scenario assignment will be scored using a course specific five-point rubric.  
**Who:** Instructor of record for this course.  
**When:** Spring 2011  
**Where:** LAC | **Expected Achievement:** 75% of students.  
**Success Level:** 75% of students should score at the level of acceptable or higher on the five point rubric scale. The five point rubric point scale is as follows: 0=not acceptable, 1= needs improvement, 2=acceptable 3=proficient, 4= exemplary.  
**Students Included:** Evidence will be collected from a random sample of 36 students in the course. |
| **SLO #2: Behavior Factors:** Appraise the relationship between a number of environmental factors, children’s challenging behaviors, and social emotional development. | **What:** Students will be given a scenario and asked to assess the relationship between the environmental factors, a child’s challenging behaviors and social emotional development.  
**How:** The scenario assignment will be scored using a course specific five-point rubric.  
**Who:** Instructor of record for this course.  
**When:** Spring 2011  
**Where:** LAC | **Expected Achievement:** 75% of students  
**Success Level:** 75% of students should score at the level of acceptable or higher on the five point rubric scale. The five point rubric point scale is as follows: 0=not acceptable, 1= needs improvement, 2=acceptable 3=proficient, 4= exemplary.  
**Students Included:** Evidence will be collected from a random sample of 36 students in the course. |
# LBCC
Instructional Course SLOs: Results of Assessment Template

**Program Name:** Child Development  
**Course Name/Number:**  
**Contact:** Please type the name of one point of contact for this document.  
**Participants:** Please type the name(s) of all contributors to this document.  
**Date:** Spring 2011

**Instructions:** After you have gathered and analyzed assessment results and have taken actions based on what you’ve learned, please complete Step 2 below.

## Step 2

### Results of Assessment (Both categories below fall under the above title on TracDat)

<table>
<thead>
<tr>
<th>Results of Assessment</th>
<th>Actions Taken</th>
</tr>
</thead>
</table>
| **SLO #1:** Development/Behavior Relationship: Analyze the relationship between children’s social-emotional development and challenging behavior. | **Results:** 75 percent of students achieved an acceptable or higher on the rubric (27 or 36 students). Sample rubric scores averaged at 4.5.  
**Key Findings:** Students demonstrated average to above average comprehension of the relationship between children’s social-emotional development and challenging behavior.  
**Conclusions:** While students’ knowledge on the relationship between children’s social-emotional development and challenging behavior, student’s awareness of the importance of including planning and practicum activities which promote social-emotional development in young children needs to be enhanced.  
**Result Type:** (click one box below)  
☑ Criteria Met  
☐ Criteria Not Met  
☐ Inconclusive |
| **Actions Taken:** Lesson plans addressing the relationship between children’s social-emotional development and challenging behavior were reviewed and revised to further enhance the concept of interconnection between development and behavior. |
| **Re-evaluation Date:** Spring 2014 |

<table>
<thead>
<tr>
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<th>Actions Taken</th>
</tr>
</thead>
</table>
| **SLO #2:** Behavior Factors: Appraise the relationship between a number of environmental factors, children’s challenging behaviors, and social emotional development. | **Results:** 75 percent of students achieved an acceptable or higher on the rubric (27 or 36 students).  
**Key Findings:** Students demonstrated average to above average comprehension of the relationship between a number of environmental factors, children’s social-emotional development, and challenging behavior. |
| **Actions Taken:** Lesson plans were revised to include more self-reflection and role play to support student’s self-awareness of their own behaviors and language with children. |
| **Re-evaluation Date:** Spring 2014 |

For Outcomes Assessment Plan directions go to [http://outcomes.lbcc.edu/Assessment.cfm](http://outcomes.lbcc.edu/Assessment.cfm)  
ASLO Subcommittee; October 6, 2009; Revised November 6, 2013
<table>
<thead>
<tr>
<th>Conclusions:</th>
<th>While students’ were successful in acknowledging the importance of environmental variables and their effects on children’s behaviors, a heightened awareness is needed concerning their own behaviors and language with children.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Result Type: (click one box below)</td>
<td>☒ Criteria Met</td>
</tr>
<tr>
<td></td>
<td>☐ Criteria Not Met</td>
</tr>
<tr>
<td></td>
<td>☐ Inconclusive</td>
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</tbody>
</table>