

APPLIED SCIENCES DEPARTMENT

Unit-Level Assessment Liaison Report

Spring 2016

Liaison Project Start Date (Semester/Year): AC 2015-2016

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Department Buy-In and Outcome Definition

Child Development

Unit-level assessment in the Applied Sciences Department began with a collection and analysis of data collected in the Child Development program from January 1, 2015 – December 31, 2015. We assessed student growth in conducting observations of children and making interpretations of those observations. This is one of our Key Assessments which examine several student learning outcomes within the seven NAEYC Standards for Associate Degree programs.

Assessment of Learning in Online CD Courses

In February, the annual NAEYC report was submitted to the local administration for approval. After approval at the local level, the report was sent to the District for further approval. It was eventually submitted to the NAEYC office by the March 31st due date. It was then decided that the next logical step in unit-level assessment would be to look carefully at learning in the online child development courses.

Several years ago, four online child development courses (CD 107, 120, 149, and 142) were developed and offered through the Child Development program in conjunction with the CDA program at HWC. Prior to that time, only one online child development course (CD 101) was available through the Center for Distance Learning. Since that time, an additional course (CD 248) has been designed and offered online.

Assessment Research and Design

Child Development

In our last annual report, we looked at candidate performance for this Key Assessment over several sections of the same course (CD 101). We found that it was difficult to interpret the data, as it was inconsistent across semesters. This inconsistency persists still when looking

at performance from the spring to the fall semesters within the CD 101 courses and requires further reflection. Students perform statistically significantly better in the spring semester as opposed to the fall semester. Conceivably, students taking CD 101 during the spring semester have slightly more experience with college life and with the Child Development program, which may provide one possible explanation for the difference in performance. Another possible explanation is that CD 101 is a required course for other programs within the college. This brings together a range of students with diverse backgrounds and college experiences in each section and may explain the variations in performance on this assessment.

Due to this inconsistency in performance within CD 101, we decided to look at student progress over time (in the aggregate). This methodology has proven to be far more enlightening about student growth and performance.

Assessment of Learning in Online CD Courses

During the 15th week of the semester, the survey (Appendix A) was administered to all students currently enrolled in an online child development course. Data will be collected over the summer and analyzed in early fall 2016.

Pilot Assessment Tools and Processes

Assessment of Learning in Online CD Courses

After lengthy discussions with all full-time child development faculty and a literature review of current best practice in assessment of learning in online courses, it was decided to develop a survey to be administered by the current faculty who teach the online courses in child development.

The faculty reviewed the survey questions and edited it. It then went to assessment committee members for review, most importantly to the Unit-Level Liaison Coordinator, who provided feedback and edits.

Administer Specific Assessment

Child Development

Assessment of learning in the Child Development program is ongoing. Each semester faculty collect assessment data.

Assessment of Learning in Online CD Courses

At the end of the spring semester, four faculty members administered the survey to students in the online child development courses. To date, 85 surveys have been completed.

Data Analysis

Child Development

The following is an excerpt from our annual report to NAEYC.

Briefly summarize candidate performance data from this key assessment.

Assessment Summary:

Term	Course	Average	Standard Deviation	Number of Candidates
Spring 2015	CD 101	1.19	0.50	44
Spring 2015	CD 259	1.72	0.45	13
Fall 2015	CD 101	0.80	0.54	65
Fall 2015	CD 258	1.90	0.21	19

Cohort Comparisons:

Comparison	% difference	Significant
SP101 - FA101	-32%	Yes
FA101 - FA258	137%	Yes
SP101 - FA258	61%	Yes
SP101 - SP259	45%	Yes
FA101 - SP259	114%	Yes

Statistically significant differences between FA and SP cohorts in CD101

137% statistically significant increase in score between Fall sections of CD101 and 258 with 95% of students meeting the standard for an observational and interpretation assignment by their completion of the program.

Rubric Dimensions	4b. Knowing & understanding effective strategies & tools for early education	3b. Knowing about & using observation, documentation & other appropriate assessment tools & approaches.	Supportive Skill #3: Written & Verbal Skills	3a. Understanding the goals, benefits, & uses of assessment	1b. Knowing & understanding the multiple influences on development & learning. Supportive Skill #5: Identifying & using professional resources	1c. Using developmental knowledge to create healthy, respectful, supportive, & challenging learning environments
SP15 101	85%	85%	67%	42%	39%	38%
SP15 259	96%	92%	92%	88%	65%	81%
FA15 101	55%	35%	52%	26%	25%	48%
FA15 258	100%	95%	92%	100%	89%	95%

The charts above describe assessment data collected from CD 101, across sections, and from CD 258 and CD 259 in order to look at student performance in the aggregate.

In addition to content-specific learning outcomes, our external accreditors also ask that we assess “Supportive Skills” – skills that are seen in the profession as necessary to success and a requirement of professional performance. We include supportive skills in each of our Key Assessments. For the Observation and Interpretation Assessment, we assess the following two supportive skills:

SS #3 – Written and Verbal Skills

The Observation and Interpretation assignments require a significant amount of writing, which provides a format for frequent and abundant feedback from faculty about student writing skills.

SS #5. Identifying and Using Professional Resources

Students are also asked to use professional resources, including but not limited to their textbooks, to support their interpretations. Faculty provide feedback about appropriate citations and supporting documentation.

Child Development

This key assessment is administered in the CD 101 “Human Growth and Development” course as well as in both the CD 258 “Principles and Practices of Preschool Education” and CD 259 “Practicum in Preschool Education.” This approach allowed us to examine student performance over time. We offer several course sections of CD 101 every semester, including during the summer term, but only two sections of the CD 258 and 259 courses are offered each semester. (Note: N is much lower for the 200-level courses.) The data collected from the spring 2015 and fall 2015 terms showed statistically significant consistent growth *over time* within the program. Students performed better at the end of the program than they did at the beginning of the program in the skill of observation and interpretation.

The use of one Observation and Interpretation rubric supports consistent expectations of student performance throughout the program and provides faculty with a framework from which to instruct. Instructors are advised about how to use the rubric as an assessment tool and are encouraged to work with students on the detailed expectations of these skills. This consistency has been a positive factor in our program’s success.

Success Factors

Assessment of Learning in Online CD Courses

The success of the pilot will be determined by a few factors:

1. Response rate of students asked to complete the survey.
 - a. A sample letter was sent to the faculty encouraging students to participate. Suggestions were made to offer extra credit or participation points for completion.
 - b. Will the response rate provide enough data to be meaningful?
 - c. Will the responses provide a representative sample of students in online child development courses?
2. Survey questions:
 - a. Do the questions reveal information about learning?

Recommendations

Assessment of Learning in Online CD Courses

Working with the online learning community at HWC, next year we will use the data revealed in the pilot to improve the survey and to expand the project.

Appendix A: Survey of Learning in Online Child Development Courses

Please answer the following questions as honestly and as carefully as possible. This survey is anonymous, however we are asking for student ID #s in order to assure participants are current students in online CD courses.

*** Required**

1. What is your student ID#? *

All CCC students have a 9-digit ID#. Be sure to include all 9 digits, including 0s.

Your answer

2. Have you taken (or are you currently taking) any face-to-face child development courses? *

Choose

Yes

No (If "No" students are taken to the "Thank you and Submit Survey" page.

Self-Assessment of Learning in Online Child Development Courses

The following questions pertain to the online CD course you are currently taking.

1. Compared to your face-to-face CD course(s), rate your learning in this course. *

Much less than in my face-to-face course(s).

Less learning than in my face-to-face course(s).

About the same as in my face-to-face course(s).

More learning than in my face-to-face course(s).

Much more learning than in my face-to-face course(s).

Comments
Your answer

2. Compared to your face-to-face CD course(s), rate your level of personal activity in this course. *

Personal activities include but are not limited to: reading, interacting with other students, the instructor and learning materials, studying, writing, researching, etc.

Much less than in face-to-face courses

Less than in face-to-face courses

About the same as in face-to face courses.

More than in face-to-face courses

Much more than in face-to-face courses

Comments

3. Rate the following elements of this online course related to your learning *

1= This element did not support my learning at all 5= This element supported my learning a great deal, N/A

Quizzes

Videos

Collaborate Sessions

General Course Design

The Textbook

Feedback from fellow students

Feedback from the instructor

Ease of Navigation

Ease of Technology

Group Discussions

Comments

4. Compared to your face-to-face course(s), rate the frequency of your interactions with your instructor. *

Much less interaction than in my face-to-face course(s).

Less interaction than in my face-to-face course(s).

About the same amount of interaction as in my face-to-face course(s).

More interaction than in my face-to-face course(s).

Much more interaction than in my face-to-face course(s).

Comments

Your answer

5. Did your interactions with your instructor help support your learning in this course? *

Not at all

Somewhat

Quite a bit

Very much

Comments
Your answer

6. Compared to your face-to-face course(s), rate the frequency of your interactions with your classmates. *

Much less interaction than in my face-to-face course(s).

Less interaction than in my face-to-face course(s).

About the same amount of interaction as in my face-to-face course(s)

More interaction than in my face-to-face course(s).

Much more interaction than in my face-to-face course(s).

Comments
Your answer

7. Did your interactions with your classmates help support your learning in this course. *

Not at all

Somewhat

Quite a bit

Very much

Comments
Your answer

8. Rate the following qualities of instructor interactions. *

*1=This quality did not support my learning at all 5=This quality supported my learning a great deal,
The Instructor Did Not Do This*

Frequency of interactions

Speed of responsiveness

Quality of feedback

Accommodation of differing learning styles

Courteousness of interactions

Responsiveness to unique adult learner issues

Clarity of expectations

Providing a positive atmosphere

Clarity of expectations

Providing a positive atmosphere

Comments

Your answer