

Course Student Learning Outcomes Assessment

HU-D 107 Child Growth and Development (DS1)

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General Information (Course Student Learning Outcomes Assessment)

Standing Requirements

Course Description

This course examines the major physical psychosocial and cognitive/language developmental milestones for children from conception through adolescence. Using developmental theories and research methodologies course emphasis will be on typical and atypical development maturational processes and environmental factors. Students will also observe children evaluate individual differences and analyze characteristics of development at various stages. No credit for students who have taken Psychology 157.

Course Student Learning Outcomes

HU-D 107 Child Growth and Development (DS1) Outcome Set

Outcome	
Outcome	Mapping
<p>Outcome 1 Critically evaluate the major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.</p>	<p>Institutional Student Learning Outcomes: Act 2, Act 3, Communicate 1, Communicate 2, Communicate 3, Learn 1, Learn 2, Think 1, Think 2, Think 3</p>
<p>Outcome 2 Critically evaluate how cultural, economic, political, historical contexts affect children’s development. Identify a theoretical framework relating to the study of human development that would affect parents’ and teachers’ planning and decisions about children.</p>	<p>Institutional Student Learning Outcomes: Act 1, Act 2, Act 3, Learn 1, Learn 2, Learn 3, Think 1, Think 2, Think 3</p>
<p>Outcome 3 Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.</p>	<p>Institutional Student Learning Outcomes: Act 2, Act 3, Communicate 3, Learn 2, Learn 3, Think 1, Think 3</p>
<p>Outcome 4 Differentiate characteristics of typical and atypical development at various stages.</p>	<p>Institutional Student Learning Outcomes: Act 1, Act 2, Act 3, Communicate 2, Communicate 3, Learn 1, Learn 2, Learn 3, Think 1, Think 2, Think 3</p>
<p>Outcome 5 Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.</p>	<p>Institutional Student Learning Outcomes: Act 3, Communicate 1, Communicate 2, Communicate 3, Learn 1, Think 1, Think 2, Think 3</p>
<p>Outcome 6 Demonstrate research skills competency by accessing resources (e.g., journals, books, periodicals, articles and online sources) that provide information about theoretical perspectives and research on children’s development.</p>	<p>Institutional Student Learning Outcomes: Communicate 1, Communicate 3, Learn 2, Learn 3, Think 1</p>
<p>Outcome 7 Demonstrate communication fluency whether writing, listening, speaking, reading, and/or using electronic delivery systems to be able to clearly and coherently express and explain ideas and</p>	<p>Institutional Student Learning Outcomes: Act 1, Act 2, Act 3, Communicate 1, Communicate 2, Communicate 3, Learn 1, Learn 2, Think 3</p>

feelings that support a point-of-view, explain course content,
present an argument, find and solve problems and/or draw a
conclusion.

2014-2015 Assessment Cycle

Measurements

Outcomes and Measures

HU-D 107 Child Growth and Development (DS1) Outcome Set

Outcome

Outcome 1

Critically evaluate the major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

▼ **Measure:** HD107-SLO#1
Course level; Direct - Exam

Description of Measurement Tool: Exam questions pertaining to a critical critique of the major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

Criteria for Success: Individual & Collective Student Criterion: The successful student must score 65% on this outcome as an individual. A class to be successful will achieve 65% on this outcome

Cycle of Assessment: This course was assessed fall 2014

Who is Responsible for Assessment Activity?: The instructors of record are responsible for the assessment and the department chair is responsible for compiling data and posting results.

Outcome 2

Critically evaluate how cultural, economic, political, historical contexts affect children's development. Identify a theoretical framework relating to the study of human development that would affect parents' and teachers' planning and decisions about children.

▼ **Measure:** HD107-SLO#2
Course level; Direct - Exam

Description of Measurement Tool: Exam questions pertaining to a critical critique of the cultural, economic, political, historical contexts affect children's development. Identify a theoretical framework relating to the study of human development that would affect parents' and teachers' planning and decisions about children.

Criteria for Success: Individual & Collective Student Criterion: A successful student must score 65% on this outcome as an individual. A class to be successful will achieve 65% on this outcome.

Cycle of Assessment: this course was assess in the fall of 2014.

Who is Responsible for Assessment Activity?: The instructors of record are responsible for the assessment and the department chair is responsible for compiling data and posting results.

Outcome 3

Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.

▼ **Measure:** Hd107-SLO#3
Course level; Direct - Exam

Description of Measurement Tool: Exam questions pertaining to the application of developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.

Criteria for Success: Individual & Collective Student Criterion: A successful student must score 65% on this outcome as an individual. A class to be successful will achieve 65% on this outcome.

Cycle of Assessment: this coursed was assesses in the fall of 2014

Who is Responsible for Assessment Activity?: The instructors of record are responsible for the assessment and the department chair is responsible for compiling data and posting results.

Outcome 4

Differentiate characteristics of typical and atypical development at various stages.

▼ **Measure:** HUD107-SLO#4
Course level; Direct - Exam

Description of Measurement Tool: Exam questions pertaining to the differentiation and characteristics of typical and atypical development at various stages.

Criteria for Success: Individual & Collective Student Criterion: A successful student must score 65% on this outcome as an individual. A class to be successful will achieve 65% on this outcome.

Cycle of Assessment: This course was assessed in the fall of 2014.

Who is Responsible for Assessment Activity?: The instructors of record are responsible for the assessment and the department chair is responsible for compiling data and posting results

Outcome 5

Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.

▼ **Measure:** HD107-SLO#5
Course level; Direct - Exam

Description of Measurement Tool: Exam questions pertaining to the analysis of the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.

Criteria for Success: Individual & Collective Student Criterion: A successful student must score 65% on this outcome as an individual. A class to be successful will achieve 65% on this outcome.

Cycle of Assessment: This outcome was assessed in fall, 2015.

Who is Responsible for Assessment Activity?: The instructors of record are responsible for the assessment and the department chair is responsible for compiling data and posting results

Outcome 6

Demonstrate research skills competency by accessing resources (e.g., journals, books, periodicals, articles and online sources) that provide information about theoretical perspectives and research on children's development.

▼ **Measure:** HD107-SLO#6
Course level; Direct - Exam

Description of Measurement Tool: Exam questions pertaining to the demonstration of research skill competency by accessing resources (e.g., journals, books, periodicals, articles and online sources) that provide information about theoretical perspectives and research on children's development.

Criteria for Success: Individual & Collective Student Criterion: A successful student must score 65% on this outcome as an individual. A class to be successful will achieve 65% on this outcome.

Cycle of Assessment: This outcome was assessed in fall, 2015.

Who is Responsible for Assessment Activity?: The instructors of record are responsible for the assessment and the department chair is responsible for compiling data and posting results.

 Findings

Finding per Measure

HU-D 107 Child Growth and Development (DS1) Outcome Set

Outcome

Outcome 1

Critically evaluate the major developmental milestones for children

▼ **Measure:** HD107-SLO#1
Course level; Direct - Exam

from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

Description of Measurement Tool: Exam questions pertaining to a critical critique of the major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

Criteria for Success: Individual & Collective Student Criterion: The successful student must score 65% on this outcome as an individual. A class to be successful will achieve 65% on this outcome

Cycle of Assessment: This course was assessed fall 2014

Who is Responsible for Assessment Activity?: The instructors of record are responsible for the assessment and the department chair is responsible for compiling data and posting results.

Findings for HD107-SLO#1

Summary of Findings: Sixty-two students took an exam for this SLO with 11 /22 questions assessing to SLO#1. The findings were that only 16.13% passed with a score of 65% or better.

Results: Criteria for Success Achievement Status: Not Met

Analysis of Findings: The predicted pass rate was 65% passing with a score of 65% or better on this SLO was not achieved with only 10 students out of the 62 passing this SLO. This is the first semester of trying to assess so many SLO with different instructors using two formats for the classes. It could be that a new type of exam needs to be developed which focuses on fewer SLO because the SLO for this course are complex addressing many developmental milestones and theories and this may be an anomaly of a too small sample size. Students in this class are also expected to use college level processing skills when many of them have not yet completed their lower division basic skills requirements or taken math and English matriculation tests. This score is not indicative of class outcomes. For example: the final presentation assignment is a capstone type project assignment where students presented a summary of a developmental period and practically addressed the aspects of diversity, typical and atypical development, content knowledge, etc. This assignment covered all of the outcomes in some way. On this assignment, 85% achieved a score of 70 or higher out of 100 and 81% achieved a score of 60 or higher. These results were better than those of the SLO exam with an average score was 74/100. An additional complication may be that the students were aware that they would receive full credit for taking the test and the incentive to do well was compromised.

- Recommendations:**
1. Develop a test covers less outcomes, maximum of 3 SLO per semester,
 2. Increase test sample size.
 3. Use other measurements such as portfolios or presentations for some SLO
 4. Get access to the basic skills profiles and matriculation test results for students
 6. Meet with all instructors to develop a common assessment tool and to make sure that everyone understands how the assessment tool is administered.
 7. Offer a workshop on creating SLO assessments

Outcome 2

Critically evaluate how cultural, economic, political, historical contexts affect children’s development. Identify a theoretical framework relating to the study of human development that would affect parents’ and teachers’ planning and decisions about children.

Measure: HD107-SLO#2
Course level; Direct - Exam

Description of Measurement Tool: Exam questions pertaining to a critical critique of the cultural, economic, political, historical contexts affect children’s development. Identify a theoretical framework relating to the study of human development that would affect parents’ and teachers’ planning and decisions about children.

Criteria for Success: Individual & Collective Student Criterion: A successful student must score 65% on this outcome as an individual. A class to be successful will achieve 65% on this outcome.

Cycle of Assessment: this course was assess in the fall of 2014.

Who is Responsible for Assessment Activity?: The instructors of record are responsible for the assessment and the department chair is responsible for compiling data and posting results.

Findings for HD107-SLO#2

Summary of Findings: Sixty-two students took an exam for this SLO with 11/22 questions

assessing SLO#2. The findings were that 48.39% passed with a score of 65% or better.

Results: Criteria for Success Achievement Status: Not Met

Analysis of Findings: The predicted pass rate was 65% passing with a score of 65% or better on this SLO was not achieved with only 30/62 students passing this SLO. This is the first semester of trying to assess so many SLO with three different instructors using two formats of classes. It could be that a new type of exam needs to be developed which focuses on fewer SLO because the SLO for this course are complex addressing many developmental milestones and theories. There also may be issues with a small sample size. Students in this class are also expected to use college level processing skills when many of them have not yet completed their lower division basic skills requirements or taken the matriculation English and Math tests.

- Recommendations:**
1. Develop a test covers less outcomes, maximum of 3 SLO per semester,
 2. Increase test sample size.
 3. Use other measurements such as portfolios or presentations for some SLO
 4. Get access to the basic skills profiles and matriculation test results for students
 6. Meet with all instructors for this class to make sure that everyone understand what the assessment tool is and how to administer it.
 7. Offer a workshop on creating SLO assessments

Outcome 3

Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.

▼ **Measure:** Hd107-SLO#3
Course level; Direct - Exam

Description of Measurement Tool: Exam questions pertaining to the application of developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.

Criteria for Success: Individual & Collective Student Criterion: A successful student must score 65% on this outcome as an individual. A class to be successful will achieve 65% on this outcome.

Cycle of Assessment: this course was assessed in the fall of 2014

Who is Responsible for Assessment Activity?: The instructors of record are responsible for the assessment and the department chair is responsible for compiling data and posting results.

Findings for Hd107-SLO#3

Summary of Findings: Sixty-two students took an exam for this SLO with 11 /22 questions assessing to SLO#3. The findings were that only 12.90% passed with a score of 65% or better.

Results: Criteria for Success Achievement Status: Not Met

Analysis of Findings: The predicted pass rate was 65% passing with a score of 65% or better on this SLO was not achieved with only 8 students out of the 62 passing this SLO. This is the first semester of trying to assess so many SLO with different instructors using two formats for the classes. It could be that a new type of exam needs to be developed which focuses on fewer SLO because the SLO for this course are complex addressing many developmental milestones and theories and this may be an anomaly of a too small sample size. Students in this class are also expected to use college level processing skills when many of them have not yet completed their lower division basic skills requirements or taken math and English matriculation tests. This score is not indicative of class outcomes.

- Recommendations:**
1. Develop a test covers less outcomes, maximum of 3 SLO per semester,
 2. Increase test sample size.
 3. Use other measurements such as portfolios or presentations for some SLO
 4. Get access to the basic skills profiles and matriculation test results for students
 6. Meet with all instructors to develop a common assessment tool and to make sure that everyone understands how the assessment tool is administered.
 7. Offer a workshop on creating SLO assessments

Outcome 4

Differentiate characteristics of typical and atypical development at various stages.

▼ **Measure:** HUD107-SLO#4
Course level; Direct - Exam

Description of Measurement Tool: Exam questions pertaining to the differentiation and characteristics of typical and atypical development at various stages.

Criteria for Success: Individual & Collective Student Criterion: A successful student must score 65% on this outcome as an individual. A class to be successful will achieve 65% on this outcome.

Cycle of Assessment: This course was assessed in the fall of 2014.

Who is Responsible for Assessment Activity?: The instructors of record are responsible for the assessment and the department chair is responsible for compiling data and posting results

Findings for HUD107-SLO#4

Summary of Findings: Sixty-two students took an exam for this SLO with 11 /22 questions assessing to SLO#4. The findings were that only 24.19% passed with a score of 65% or better.

Results: Criteria for Success Achievement Status: Not Met

Analysis of Findings: The predicted pass rate was 65% passing with a score of 65% or better on this SLO was not achieved with only 8 students out of the 62 passing this SLO. This is the first semester of trying to assess so many SLO with different instructors using two formats for the classes. It could be that a new type of exam needs to be developed which focuses on fewer SLO because the SLO for this course are complex addressing many developmental milestones and theories and this may be an anomaly of a too small sample size. Students in this class are also expected to use college level processing skills when many of them have not yet completed their lower division basic skills requirements or taken math and English matriculation tests. This score is not indicative of class outcomes.

Recommendations: 1. Develop a test covers less outcomes, maximum of 3 SLO per semester,
2. Increase test sample size.
3. Use other measurements such as portfolios or presentations for some SLO
4. Get access to the basic skills profiles and matriculation test results for students
6. Meet with all instructors to develop a common assessment tool and to make sure that everyone understands how the assessment tool is be administered.
7. Offer a workshop on creating SLO assessments

Outcome 5

Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.

▼ **Measure:** HD107-SLO#5
Course level; Direct - Exam

Description of Measurement Tool: Exam questions pertaining to the analysis of the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.

Criteria for Success: Individual & Collective Student Criterion: A successful student must score 65% on this outcome as an individual. A class to be successful will achieve 65% on this outcome.

Cycle of Assessment: This outcome was assessed in fall, 2015.

Who is Responsible for Assessment Activity?: The instructors of record are responsible for the assessment and the department chair is responsible for compiling data and posting results

Findings for HD107-SLO#5

Summary of Findings: Sixty-two students took an exam for this SLO with 11 /22 questions assessing to SLO#5. The findings were that only 19.35% passed with a score of 65% or better.

Results: Criteria for Success Achievement Status: Not Met

Analysis of Findings: The predicted pass rate was 65% passing with a score of 65% or better on this SLO was not achieved with only 10 students out of the 62 passing this SLO. This is the first

semester of trying to assess so many SLO with different instructors using two formats for the classes. It could be that a new type of exam needs to be developed which focuses on fewer SLO because the SLO for this course are complex addressing many developmental milestones and theories and this may be an anomaly of a too small sample size. Students in this class are also expected to use college level processing skills when many of them have not yet completed their lower division basic skills requirements or taken math and English matriculation tests. This score is not indicative of class outcomes.

- Recommendations:**
1. Develop a test covers less outcomes, maximum of 3 SLO per semester,
 2. Increase test sample size.
 3. Use other measurements such as portfolios or presentations for some SLO
 4. Get access to the basic skills profiles and matriculation test results for students
 6. Meet with all instructors to develop a common assessment tool and to make sure that everyone understands how the assessment tool is administered.
 7. Offer a workshop on creating SLO assessments

Outcome 6

Demonstrate research skills competency by accessing resources (e.g., journals, books, periodicals, articles and online sources) that provide information about theoretical perspectives and research on children’s development.

▼ **Measure:** HD107-SLO#6
Course level; Direct - Exam

Description of Measurement Tool: Exam questions pertaining to the demonstration of research skill competency by accessing resources (e.g., journals, books, periodicals, articles and online sources) that provide information about theoretical perspectives and research on children’s development.

Criteria for Success: Individual & Collective Student Criterion: A successful student must score 65% on this outcome as an individual. A class to be successful will achieve 65% on this outcome.

Cycle of Assessment: This outcome was assessed in fall, 2015.

Who is Responsible for Assessment Activity?: The instructors of record are responsible for the assessment and the department chair is responsible for compiling data and posting results.

Findings for HD107-SLO#6

Summary of Findings: Sixty-two students took an exam for this SLO with 11 /22 questions assessing to SLO#6. The findings were that only 8.06% passed with a score of 65% or better.

Results: Criteria for Success Achievement Status: Not Met

Analysis of Findings: Comparing the outcome of this SLO assessment to an assignment that also target this information, the outcomes are consistent in that they are both low and lower than any of the other assignments given. This reflects a general lack of preparation and skills for using research tools, protocols, and conventions to complete college level work This information is addressed in basic skills classes which many have not yet taken. Students have difficulty with appropriate citations, choosing sources, and evaluating related material. For example, on one formative assignment where students researched genetically modified organisms' impact on growth and development and created a fact sheet for parents and teachers, out of a possible score of 35, with 23 people completing the assignment, 8 students or 34.7% passed with a score of 70 or better. Only one student scored 90+.The other possibilities are the same as for the other outcomes besides low skills in research, the sample size may be too small and the number of SLO assessed per SLO too many. Also, this may be a SLO that needs a more targeted and specific SLO assessment that is not test based. Student compliance with the assignment was low, as well as, with the preparation library skills assignment.

- Recommendations:**
1. Develop a test covers less outcomes, maximum of 3 SLO per semester,
 2. Increase test sample size.
 3. Use other measurements such as portfolios or presentations for some SLO
 4. Get access to the basic skills profiles and matriculation test results for students
 6. Meet with all instructors to develop a common assessment tool and to make sure that everyone understands how the assessment tool is administered.
 7. Offer a workshop on creating SLO assessments
 8. Increase the point value for the library visit and assignment
 9. Require completion of Student Success Modules pertaining to research and citations.

Overall Recommendations

No text specified

Plans of Action

Status Reports

2013-2014 Assessment Cycle

Measurements

Outcomes and Measures

HU-D 107 Child Growth and Development (DS1) Outcome Set

Outcome

Outcome 7

Demonstrate communication fluency whether writing, listening, speaking, reading, and/or using electronic delivery systems to be able to clearly and coherently express and explain ideas and feelings that support a point-of-view, explain course content, present an argument, find and solve problems and/or draw a conclusion.

▼ **Measure:** Presentation Project
Course level; Direct - Student Artifact

Description of Measurement Tool: Four assignments were given involving the skills needed for this student learning outcome (SLO). All assignments were assessed using a rubric. Only the outcomes for the Genetically Modified Organisms Assignment (GMO) assignment are discussed here since this assignment was consistent through all HD classes. However, the outcomes for the other assignments also showed a similar pattern of lack of fluency in language skills and research areas listed in student learning outcome #7

Criteria for Success: Individual & Collective Student Criterion: 70% individual score, 70% collective criterion

Cycle of Assessment: the outcome is assessed every fall semester

Who is Responsible for Assessment Activity?: The instructor of record is responsible for administering the assessment. The department chair is responsible for compiling the data and sharing results with the entire department.

Findings

Finding per Measure

HU-D 107 Child Growth and Development (DS1) Outcome Set

Outcome

Outcome 7

Demonstrate communication fluency whether writing, listening, speaking, reading, and/or using electronic delivery systems to be able to clearly and coherently express and explain ideas and feelings that support a point-of-view, explain course content, present an argument, find and solve problems and/or draw a conclusion.

▼ **Measure:** Presentation Project
Course level; Direct - Student Artifact

Description of Measurement Tool: Four assignments were given involving the skills needed for this student learning outcome (SLO). All assignments were assessed using a rubric. Only the outcomes for the Genetically Modified Organisms Assignment (GMO) assignment are discussed here since this assignment was consistent through all HD classes. However, the outcomes for the other assignments also showed a similar pattern of lack of fluency in language skills and research areas listed in student learning outcome #7

Criteria for Success: Individual & Collective Student Criterion: 70% individual score, 70% collective criterion

Cycle of Assessment: the outcome is assessed every fall semester

Who is Responsible for Assessment Activity?: The instructor of record is responsible for administering the assessment. The department chair is responsible for compiling the data and sharing results with the entire department.

Findings for Presentation Project

Summary of Findings: Three sections were assessed.
 111 students were assessed.
 78 students met the individual criteria of 70 %
 70.2% of students met the collective criteria of 70%

Results: Criteria for Success Achievement Status: Met

Analysis of Findings: The results were mixed for all classes with the consistent finding that students have difficulty referencing, citing and doing research.
 GMO-H107 -T-TH - The average was 9.7 (28%) with 10 students completing the assignment (17 did not turn this in)
 HD107 Tuesday Evening - The average was 24 (69%) with 19 students completing the assignment (2 students did not complete the assignment).
 Hd107 Online- The average was 32.3 (55%) with 30 out of 34 people completing this assignment.
 If the lowest overall score is dropped and other assignments assessed for SLO #7 outcomes, the results are similar to the classes were a sizable number of students completed the assignment.
 The fact that many in one class chose not to complete this assignment is important. This was the only assignment where the lack of completion rate was so high. This assignment required students to read research on genetically modified organisms, take a position, and write a fact sheet with references on their position. I believe that many students did not do this assignment because they lacked adequate reference and citation skills.

Recommendations: We are going to create a different assessment instrument that facilitates measuring multiple classes.

Overall Recommendations

No text specified

Plans of Action

Actions

HU-D 107 Child Growth and Development (DS1) Outcome Set

Outcome

Outcome 1

No actions specified

Critically evaluate the major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

Outcome 2

No actions specified

Critically evaluate how cultural, economic, political, historical contexts affect children's development. Identify a theoretical framework relating to the study of human development that would affect parents' and teachers' planning and decisions about children.

Outcome 3 *No actions specified*

Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.

Outcome 4 *No actions specified*

Differentiate characteristics of typical and atypical development at various stages.

Outcome 5 *No actions specified*

Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.

 **Status Reports**

Action Statuses

HU-D 107 Child Growth and Development (DS1) Outcome Set

Outcome

Outcome 1 *No actions specified*

Critically evaluate the major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

Outcome 2 *No actions specified*

Critically evaluate how cultural, economic, political, historical contexts affect children’s development. Identify a theoretical framework relating to the study of human development that would affect parents’ and teachers’ planning and decisions about children.

Outcome 3 *No actions specified*

Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.

Outcome 4 *No actions specified*

Differentiate characteristics of typical and atypical development at various stages.

Outcome 5

No actions specified

Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.

Status Summary

No text specified

Summary of Next Steps

No text specified

2012-2013 Assessment Cycle

Measurements

Outcomes and Measures

HU-D 107 Child Growth and Development (DS1) Outcome Set

Outcome

Outcome 1 *No measures specified*

Critically evaluate the major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

Outcome 4 *No measures specified*

Differentiate characteristics of typical and atypical development at various stages.

Findings

Finding per Measure

HU-D 107 Child Growth and Development (DS1) Outcome Set

Outcome

Outcome 1 *No measures specified*

Critically evaluate the major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

Outcome 4 *No measures specified*

Differentiate characteristics of typical and atypical development at various stages.

Overall Recommendations

No text specified

 **Plans of Action**

Actions

HU-D 107 Child Growth and Development (DS1) Outcome Set

Outcome

Outcome 3 *No actions specified*

Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.

 **Status Reports**

Action Statuses

HU-D 107 Child Growth and Development (DS1) Outcome Set

Outcome

Outcome 3 *No actions specified*

Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.

Status Summary

No money. Waiting for new computer

Summary of Next Steps

No text specified