Assessment Data is from what semester?  ___ECS 301 Spring 2014____________________

Faculty Name(s): __________Michele McDowell and Stacey Norman____________________

1. Course Name and Number:

ECS 301 Child Growth and Development

2. List all Course SLOs from the Course Outline of Record

1. Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.
2. Analyze how cultural, economic, political, historical contexts and role of family affect children’s development.
3. Compare and contrast various theoretical frameworks that relate to the study of human development.
4. Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.
5. Differentiate characteristics of typical and atypical development at various stages.
6. 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.

3. Specific Course SLO(s) assessed as part of this project:

2. Analyze how cultural, economic, political, historical contexts and role of family affect children’s development.

4. Is this course on GE Plan A?  ____Yes  __X__ No (See Catalog pages 49-51 & page 55)
If Yes, identify what area. (All GE course assessments count as GE assessments.)

__Area I Natural Sciences
__Area II Social and Behavioral Sciences
__Area III Fine Arts/Humanities
__Area IV Language and Rationality
__Area V Physical Education/Wellness
__Area VI Intercultural/International Studies
__Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)

Twenty students in two ECS 301 courses were asked the same question at the end of the semester to summarize retention and understanding of courses SLO’s. Question: Over the course of this semester we have explored the affects of cultural, economic, political, historical contexts and the
role of the family on a child’s development. Provide a specific example of each: 1.) cultural, 2.)
economic, 3.) political, 4.) historical contexts, 5.) the role of the family, and then discuss it’s
possible affect on children’s development.

6. Results and analysis of the data. (Attach any related documents at end of form.)

1.) Twenty-one students responded to the question as follows: 1.) Cultural: All students respond
that cultural has a significant impact on the development of a child in all four domains (social,
emotional, cognitive, physical) and whether the child develops according to the median levels for
its age and is able to move to the next level/stage of development. Also religious practices,
parenting skills, discipline practices and cultural parenting practices influence the growth and
development of children. Gender identification is also part of a child’s cultural development and
identification. Economy also has a major impact on the family culture of children based upon the
advantages or disadvantages the child’s social economic status affords.

2.) Economic: All students responded family’s Social Economic Status (SES) also has a great
impact on children’s growth and development as the SES determines the community in which the
child will live, attend school, develop social relationships, receive or not receive proper nutrition
based upon the families economic resources, possible knowledge of proper nutrition, time to
prepare and purchase fresh foods and nutritious foods, and time family maybe able to spend
together due to parents having to be away to from children for school, jobs, etc. Housing is also
impacted by a families SES and the amenities the home does or does not offer a child (i.e. heating,
space, safe environment, running hot and cold water, playing area both inside and out, working
toilets and sinks, etc.). Health Insurance is also impacted by SES and determines whether or not
medical, dental, vision care is or is not available to children. Also money for extra activities:
movies, games, trips to paying facilities, transportation expanse and availability, vacations, ect.
All of which impact children’s world view and exposure to various venues, or lack of exposure.

3.) Political: 20 of the 22 students responded: Politics influences children by laws that are or are
not passed relating to children whether it be issues of affordable childcare, medical insurance,
child safety, laws affecting families, etc. 2 students did not respond.

4.) Historical contexts: Significantly students (21 of 22) stated that the period of history in which a
child is born determines what is available to the child, how children are viewed in society and
what will be a major influence to children based upon the time period birth (i.e. television and
technology have a major impact on children born in this century and how children will grow
socially, emotionally, cognitively and physically versus children born before the advent and
affordability of these items.)

5.) The role of the family: All students stated family has the most impact on children as it is where
children are introduced and taught everything else already discussed. Family is who children are
and become; because of its key in the growth and development of children physically, emotionally,
socially, and cognitively.

Students discussed that all of the above have a major impact and influence on the growth and
development of children and who they will or will not become based upon family influence, culture,
economy, politics and historical context of the period of their childhood.

7. What are you going to do based on the results of the data? (Any planned revisions?)

N/A, course as is being taught meetings SLO’s based upon students responses.

Please save your finished document in the following format. (Date should be for the
semester in which data was collected; same date should be listed at top of this form.)

yyyysemester-sloa-courseid.doc
Example: 2014spring-sloa-engl101c.doc