



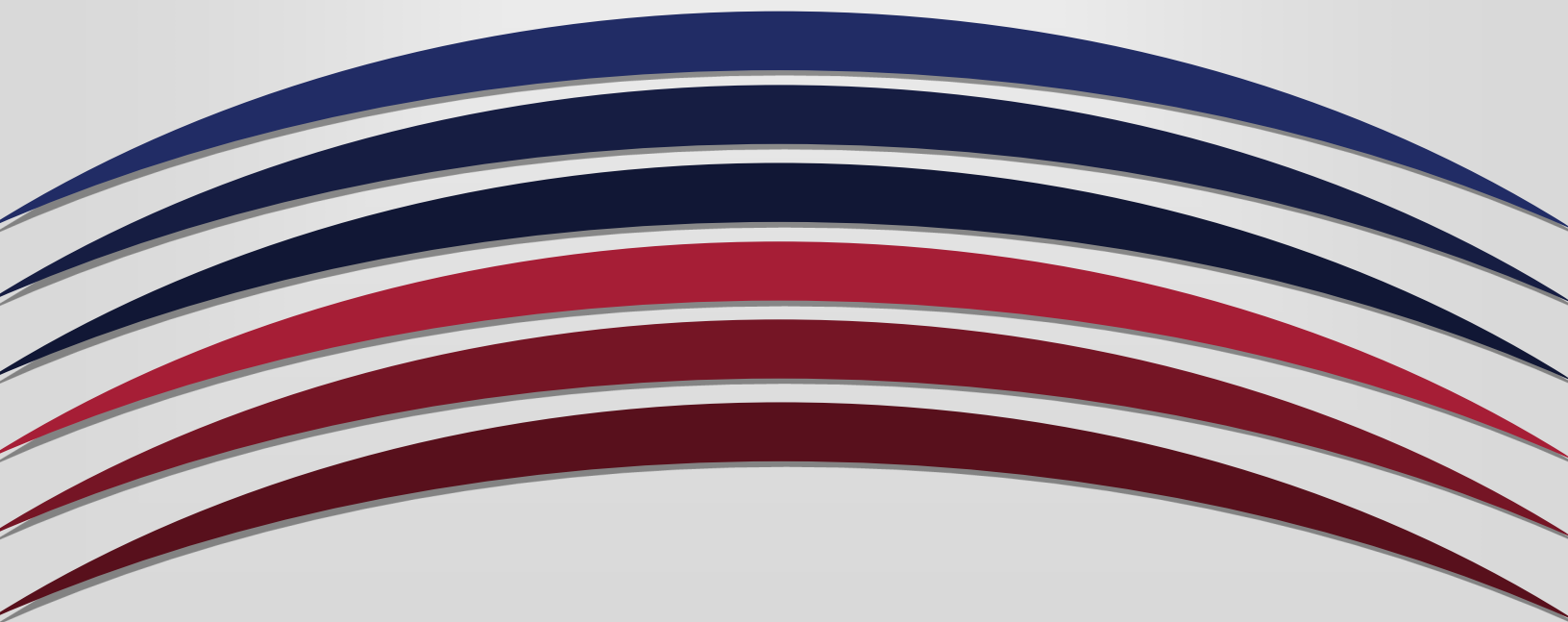
UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: ECD 1103

Child Growth & Development

Academic Year: 2021-2022



1. Name of course: ECD 1103 – Child Growth & Development
2. Name of individual(s) compiling report: Kami Wentz Hicks
3. Date of submission: 15 September 2022
4. Academic year: 2021-2022

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

1. Compare theories related to child development from conception to middle childhood (conception to age 8). (NAEYC 1a, 1b, 1c)
2. Differentiate between the physical, cognitive, social/emotional and language characteristics of infants, toddlers, pre-school and school-age children (NAEYC 1a, 1b, 1c, 4a, 4b)
3. Document observations of infants, toddlers, preschool and school-age children and connect to the CDELS. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c)
4. Examine the biological and environmental factors influencing child development from conception to middle childhood (conception to age 8). (NAEYC 1a, 1b, 1c, 2a, 2b, 2c)
5. Analyze how culture, family and society influence growth and development from conception to middle childhood (conception to age 8). (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b)

2. Which CLOs were addressed for the academic year?

CLO 3: Document observations of infants, toddlers, preschool and school-age children and connect to the CDELS.

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

CLO 1: Compare theories related to child development from conception to middle childhood.

4. How does this report connect or map to program-level or institutional-level outcomes?

(ILO link: <https://uaptc.edu/college-academics/resources/student-learning-outcomes>
PLO list will vary depending on your Program.)

CLO 3 connects directly to PLO 3: Demonstrate competency in skills of observation of child's physical, cognitive, language, and affective development, and appropriate application of a variety of developmental assessment tools.

CLO 3 connects to the following ILO's in the following ways:

ILO 2 – (Technology Literacy) Students apply a variety of assessment tools used within the discipline to acquire information regarding young children and communicate such information in a clear and coherent manner.

ILO 3 – (Communication) Students develop and organize their ideas gained from the observation experience and communicate these results and ideas clearly in written format and through the use of a Developmental Rating Scale.

ILO 4 – (Critical Thinking) Students are able to use information and evidence gathered from observation assignments to justify conclusions made in observation reports.

ILO 6 – (Cultural Awareness) Students demonstrate awareness of cultural differences through observation and analysis of different children in a variety of age groups and contexts, and to describe differences and similarities in an observation report.

ILO 7 – (Professionalism) Students demonstrate ethical and professional behaviors while visiting area schools and conducting child observation assessments.

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

<p>Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?</p> <p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	<p><i>One section of this course is offered per semester. Students complete four child observation assignments in four different age levels: infant, toddler, preschool, and school-age/primary. Students use a Developmental Rating Scale linked directly to the Arkansas CDELS and use information gathered on this scale to prepare a written observation report. The preschool observation assignment will be analyzed for purposes of this report.</i></p>
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Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.	Yes	No <i>No. Direct methods were used to assess this CLO.</i>
How do you define success for an individual student on the CLO assessment assignment or measure?	<i>Student scores 70% on the Preschool Observation Assignment linked to the CLO</i>	
How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	<i>70% of students in the course achieve success on the CLO assessment assignment – Preschool Observation</i>	
How many students completed the assessment, and how many were successful?	Fall <i>9 students assessed 8 successful (89% success rate)</i>	Spring <i>6 students assessed 6 successful (100% success rate)</i>
Academic Year Total (add the numbers from Fall and Spring)	<i>15 students assessed 14 successful (93% success rate)</i>	
Was the benchmark/goal for this academic year met?	Yes	No
Were standardized rubrics, tests, or checklists used?	Yes	No

5. What is your analysis of the findings?

For the second year in a row post-covid, both semesters of assessment on CLO 3 showed very high pass/success rates. Significantly, Spring of 2022 showed a 100% success rate. This is a steady improvement over the prior years, when students regularly had a difficult time securing observation sites and completing this assignments. Faculty feel comfortable moving on to assess a different CLO next year.

6. What is the action plan for the upcoming academic year?

Explain.

For CLO 3. Document observations of infants, toddlers, preschool and school-age children and connect to the CDELS, this assessment will continue to be implemented in the course. Faculty has met and discussed the current rubric used with this project and have planned to do some revising, including adding a component to the observation report which asks the students to compare theorists within their analysis of the evidence gathered from their observation. In doing so, faculty can additionally measure a component of CLO 1 and will begin reporting on CLO 1 in conjunction with CLO 3 on this same assessment next year.