



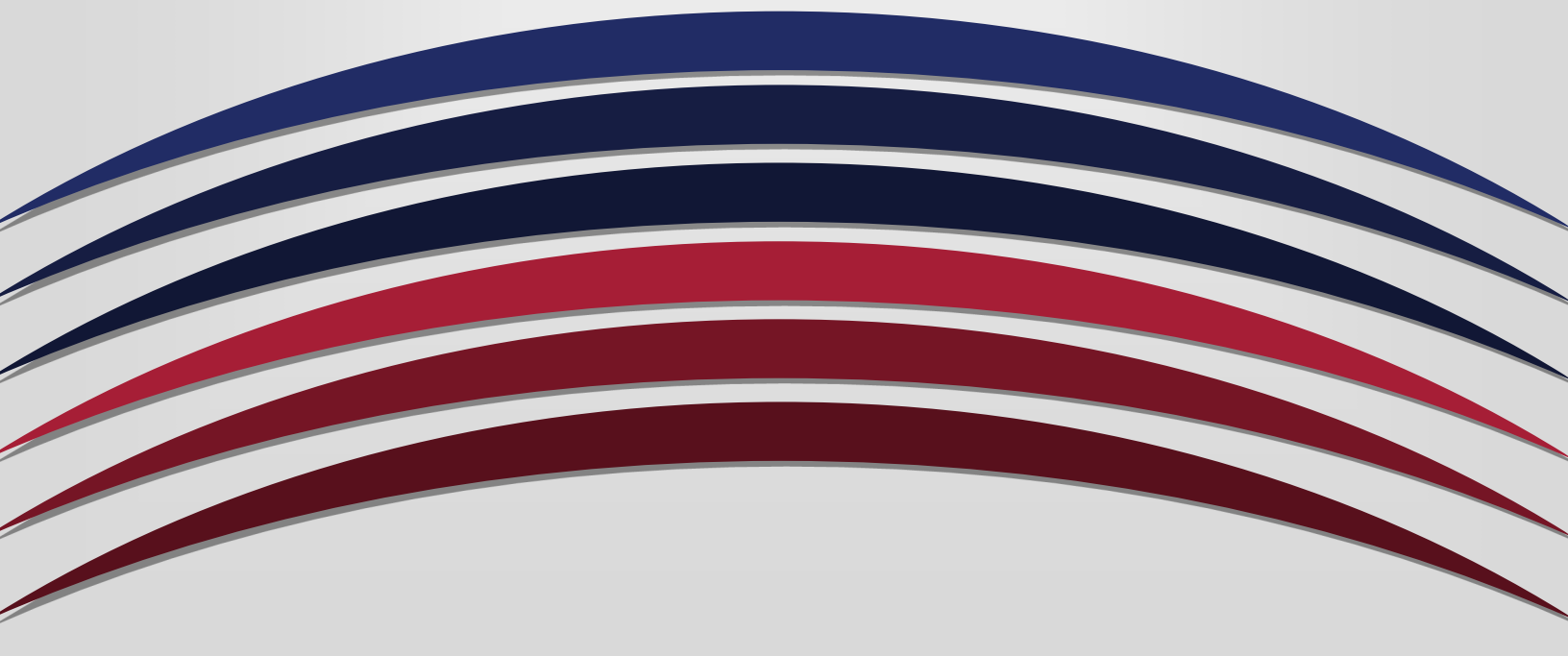
UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: Child Guidance

Academic Year: 2021-2022

Due to Chair/Program Director and Faculty Assessment Chair by
September 1



1. Name of course: Child Guidance
2. Name of individual(s) compiling report: Traci Johnston
3. Date of submission: September 15, 2022
4. Academic year: 2021-2022

Course-Level Learning Outcomes

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

CLO #1- State typical behaviors for young children according to their ages and development. (NAEYC 1a, 1b, 1c)

CLO #2- Categorize temperament traits and other rationales for various behaviors of birth through pre-kindergarten, including children with special needs. (NAEYC 1a, 1b, 1c, 3c, 4d)

CLO #3- Plan appropriate child-centered classroom environments to support children birth through pre-kindergarten including children with special needs. (NAEYC 3b, 4a, 4b, 4c, 4d)

CLO #4- Provide examples of family involvement opportunities that build relationships between program and families. (NAEYC 2a, 2b, 2c)

CLO #5- Analyze purposes and types of objective observation used in the early childhood setting, birth through pre-kindergarten, including children with special needs. (NAEYC 3a, 3b, 3c, 3d)

CLO #6- Practice and demonstrate responsible assessment through the use of a variety of observation and appropriate assessment tools for birth through pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c, 3d, 5b)

CLO #7- Evaluate different behaviors of children birth through pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c, 3d)

CLO #8- Interact positively with children, birth through pre-kindergarten including those with special needs. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5c)

CLO #9- Apply guidance principles and the use of developmental check lists to monitor child readiness and engagement in all content areas for children birth through pre-kindergarten, including children with special needs. (NAEYC 3a, 3b, 3c, 4a, 4b, 4c, 4d)

CLO #10- Design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes for children birth through pre-kindergarten including children with special needs. (NAEYC 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)

CLO #11- Identify with the profession and its ethical code (NAEYC 6a, 6b)

2. Which CLOs were addressed for the academic year?

CLO #5- Analyze purposes and types of objective observation used in the early childhood setting, birth through pre-kindergarten, including children with special needs. (NAEYC 3a, 3b, 3c, 3d)

CLO #6- Practice and demonstrate responsible assessment through the use of a variety of observation and appropriate assessment tools for birth through pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c, 3d, 5b)

CLO #7- Evaluate different behaviors of children birth through pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c, 3d)

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

CLO #10- Design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes for children birth through pre-kindergarten including children with special needs. (NAEYC 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)

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#5 and CLO#6 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. (aligns with Standard 3)

CLO#7 connects directly to **PLO#1-** Demonstrate knowledge of developmental domains, child development, developmental learning theories, and learning theories and its application to appropriate learning environments for young children. (aligns with NAEYC Standard 1)

CLO#5 connects directly to **ILO 1-** Analyze information from credible sources. (Information Literacy)

CLO #6 connects directly to **ILO 7-** Demonstrate career readiness skills. (Professionalism)

CLO#7 connects directly to **ILO 2-** Appropriately apply a variety of technology tools within one's discipline. (Technology Literacy)

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>Only one section of this course is offered per year. Students observe in a preschool classroom for 2.5 hours. Students specifically measure the social and emotional learning standards using the Arkansas Developmental Rating Scale. A rubric is used to measure the project. The preschool observation was reported on last year and is being measured again this year for comparison.</i></p>	
<p>Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.</p>	<p>Yes</p>	<p>No</p> <p><i>A scoring rubric was used to measure this assessment.</i></p>
<p>How do you define success for an individual student on the CLO assessment assignment or measure?</p>	<p><i>Student scores 70% on the preschool observation (social emotional learning standards) project measuring competence in CLO #5, 6 & 7.</i></p>	
<p>How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?</p>	<p><i>70% of students in the course achieve success on the CLO assessment project- Preschool Observation.</i></p>	
<p>How many students completed the assessment, and how many were successful?</p>	<p><u>Fall</u></p> <p><i>Class wasn't offered in the fall.</i></p>	<p><u>Spring</u></p> <p><i>10 students assessed 10 students successful (78% success rate)</i></p>
<p>Academic Year Total (add the numbers from Fall and Spring)</p>	<p><i>10 students assessed 10 students successful (78% success rate)</i></p>	
<p>Was the benchmark/goal for this academic year met?</p>	<p>Yes</p>	<p>No</p>



Were standardized rubrics, tests, or checklists used?	Yes	No
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5. What is your analysis of the findings?

Students scored an overall pass rate of 78% on this assessment. Even though this is at the proficient level, there continues to be areas of weakness. Last year, the overall pass rate was also 78%. Unfortunately, no improvements were made. Students need more practice observing and documenting using the Arkansas Development Rating Scale Social & Emotional Development, especially in the area of writing appropriate observation comments free from red flag words/statements.

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

Faculty plans to look for other opportunities for students to practice using the Arkansas Developmental Rating Scales. There also needs to be an increase in knowledge on social and emotional development. Next year, faculty will be assessing the social and emotional book reviews in hopes to find a knowledge gain in the area of social and emotional development of young children.