UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report
Course: _Children's Literature_____
Academic Year: _2021-2022_____
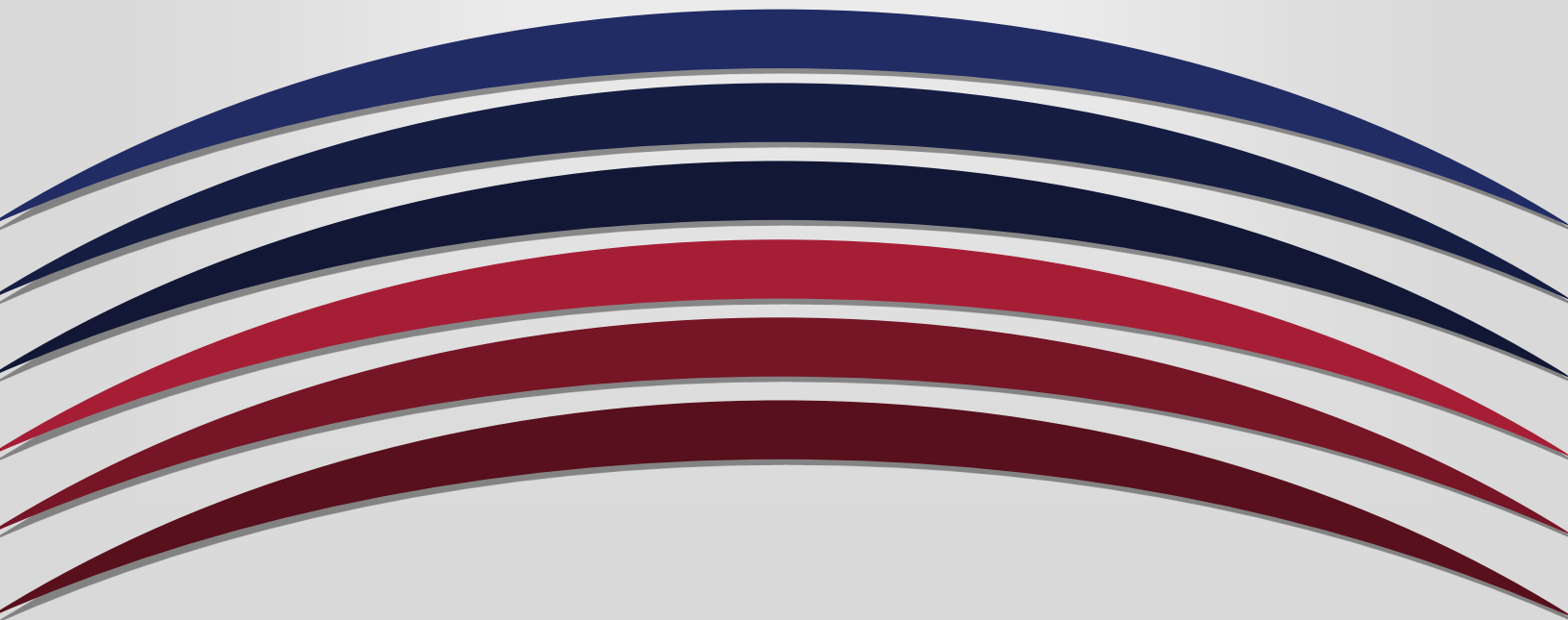
1. Name of course: *Children's Literature*

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- The candidate will be exposed to empirical, current and seminal research and theories related to reading development and reading achievement. (InTASC: 1, 2, 4; ACEI: 1; CEC: 1.1)

CLO#2- The candidate will acquire a body of knowledge to support the K-12 student in reading success and achievement. (InTASC: 1, 2, 4, 5; ACEI: 1.0, 2.1, 3.1, 3.2; CEC: 1.2, 3.1, 3.2, 3.3)

CLO#3- The candidate will use technology to engage students in 21st century reading instruction. (InTASC: 4, 5; ACEI: 1.0, 2.1, 3.1, 3.2, 5.1, 5.2; CEC: 1.2, 3.1, 3.2, 3.3)

CLO#4- The candidate will gain knowledge of diverse perspectives presented in literature. (InTASC: 4, 5; ACEI: 1.0, 2.1, 3.1, 3.2)

CLO#5- The candidates will gain a broad knowledge of developmentally appropriate literary and informational texts, across genres, cultures, and centuries. (InTASC: 4, 5; ACEI: 1.0, 2.1, 3.1, 3.2)

CLO#6- The candidate understands that comprehension and collaboration are essential skills to effective speaking and listening in the classroom, and understanding the qualities and strategies for presenting knowledge. (InTASC: 4,5; ACEI: 1.0, 2.1, 3.1, 3.2)

CLO#7- Candidates will demonstrate and apply their knowledge of the Early Childhood & Special Education's Disposition Development process (InTASC: 9, 10).

2. Which CLOs were addressed for the academic year?

CLO#2- The candidate will acquire a body of knowledge to support the K-12 student in reading success and achievement. (InTASC: 1, 2, 4, 5; ACEI: 1.0, 2.1, 3.1, 3.2; CEC: 1.2, 3.1, 3.2, 3.3)

CLO#5- The candidates will gain a broad knowledge of developmentally appropriate literary and informational texts, across genres, cultures, and centuries. (InTASC: 4, 5; ACEI: 1.0, 2.1, 3.1, 3.2)

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

CLO#2- The candidate will acquire a body of knowledge to support the K-12 student in reading success and achievement. (InTASC: 1, 2, 4, 5; ACEI: 1.0, 2.1, 3.1, 3.2; CEC: 1.2, 3.1, 3.2, 3.3)

CLO#5- The candidates will gain a broad knowledge of developmentally appropriate literary and informational texts, across genres, cultures, and centuries. (InTASC: 4, 5; ACEI: 1.0, 2.1, 3.1, 3.2)

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#2 connects directly to **PLO#5**- Apply developmental domains, developmental theory, and technology learning theory and instructional practices and education activities.

CLO#5 connects directly to **PLO#4**- Develop instructional lessons and materials to meet learning standards and child development theory and principles.

CLO#2 connects directly to **ILO#1**- Analyze information from credible sources.

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

CLO#5 connects directly to **ILO#3-** Communicate effectively with diverse audiences in multiple contexts. (Communication)

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.

Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?	*Students completed a total of 20 book reviews throughout the semester. The book reviews are turned in in four sets of five. Each set of book reviews are submitted in Blackboard. A scoring rubric is used to assess the project. The book review project was reported on last year and is being measured again this year for comparison.*

Note: If more than one assessment method was used, you may insert an additional row.		
Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.	*Yes*	<mark>*No*</mark> *This is a direct assessment. A scoring rubric was used to assess.*
How do you define success for an individual student on the CLO assessment assignment or measure?	*Student scored at least a 70% on all 20 book reviews which measures CLO#2 and CLO#5.*	
How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	*70% of students in the course achieve successful completion on the CLO assessment project- Book Reviews*	
How many students completed the assessment, and how many were successful?	*Fall* *10* 10 successful (90% success rate)	*Spring* *13* *13* *(89% success rate)*
Academic Year Total (add the numbers from Fall and Spring)	23 (90% success rate)	
Was the benchmark/goal for this academic year met?	<mark>*Yes*</mark>	*No*
Were standardized rubrics, tests, or checklists used?	<mark>*Yes*</mark>	*No*

5. What is your analysis of the findings?

In fall of 2021, students scored a 94% on Book Reviews 1-5, 91% on Book Reviews 6-10, 91% on Book Reviews 11-15 and 85% on Book Reviews 16-10 <u>for an average of 90%</u>. In spring of 2022, students scored a 905 on Book Reviews 1-5, 89% on Book Reviews 6-10, 92% on Book Reviews 11-15, and 85% on Book Reviews 16-20 <u>for an average of 89%.</u>

Students continue to score lower on book extension activities. In fall of 2021, students scored an average of 79% on book extension activities. In spring of 2022, students scored an average of 76% on book extension activities. Even though the percentage is above 70%, faculty would like to see this percentage increase to at least 85%.

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

Overall, students are performing well on this assessment of CLO#2 and CLO#5. Faculty plan to add more examples of extension activities in class. Faculty will demonstrate more book reading and opportunities in class to practice creating developmentally appropriate activities to extend the book into other areas of the classroom and/or subject matter.