

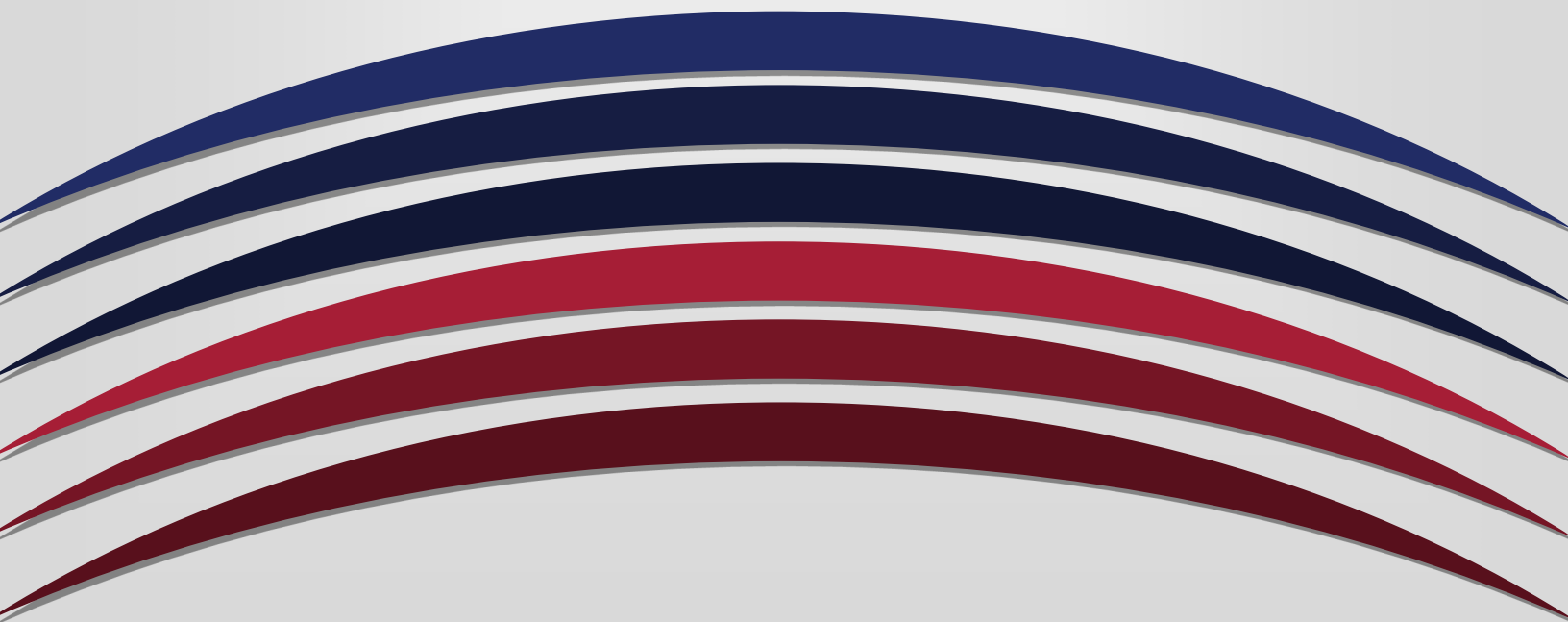
UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: ECD 1103

Child Growth & Development

Academic Year: 2022-2023



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 2023
4. Academic year: 2022-2023

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 1: Compare theories related to child development from conception to middle childhood (conception to age 8). (NAEYC 1a, 1b, 1c)

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 1 connects directly to PLO 1: Demonstrate knowledge of developmental domains, child development, developmental learning theories, and its application to appropriate learning environments.

CLO 1 connects to the following ILO's in the following ways:

ILO 3 – (Communication) Students develop and organize their ideas gained from the observation experience and communicate these results and ideas clearly in written format..

ILO 4 – (Critical Thinking) Students are able to use information and evidence gathered from observation assignments and relate it to at least two different child development theorists and 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. Within the observation report, students connect the information gathered about the child to the work of two different theorists. The infant observation assignment will be analyzed for purposes of this report. Specifically, the following rubric item will be</i></p>
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	<i>measured: "Paper discusses 1) child's social and emotional development as observed through use of the DRS and cites to at least one major theorist, and 2) child's physical development and health as observed through the DRS and cites to at least one major theorist."</i>	
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 8/10 "Meets" on the line item on the Infant Observation Rubric linked to the CLO. The student must have connect the discussion of the child's developmental characteristics to at least one theorist in one area of development to receive an 8/10.</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 – Infant Observation</i>	
How many students completed the assessment, and how many were successful?	Fall <i>12 students assessed 7 successful (58% success rate)</i>	Spring <i>8 students assessed 6 successful (75% success rate)</i>
Academic Year Total (add the numbers from Fall and Spring)	<i>20 students assessed 13 successful (65% 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?

This particular CLO and specific rubric measurement was selected for reporting this year because 2022-2023 was the first year that this particular assignment was adjusted to require students to make connections to at least two theorists when writing their observation reports. The first semester the new rubric was implemented, only 58% of students met the desired threshold. However, by Spring 2023, student performance on this indicator rose up to 75%. The instructor reports that after seeing low performance on this rubric item in the Fall, she adjusted her teaching in the Spring to bring more emphasis to making connections with theorists to live situations and children.

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

Explain.

For CLO 1 Compare theories related to child development from conception to middle childhood, this assessment will continue to be implemented in the course. Faculty has met and discussed the current rubric used with this project and will continue to measure student performance in this capacity. In doing so, faculty will better be able to see student progress in this CLO and how well this particular rubric measurement assesses this progress. CLO 1 will be reported on again next year.