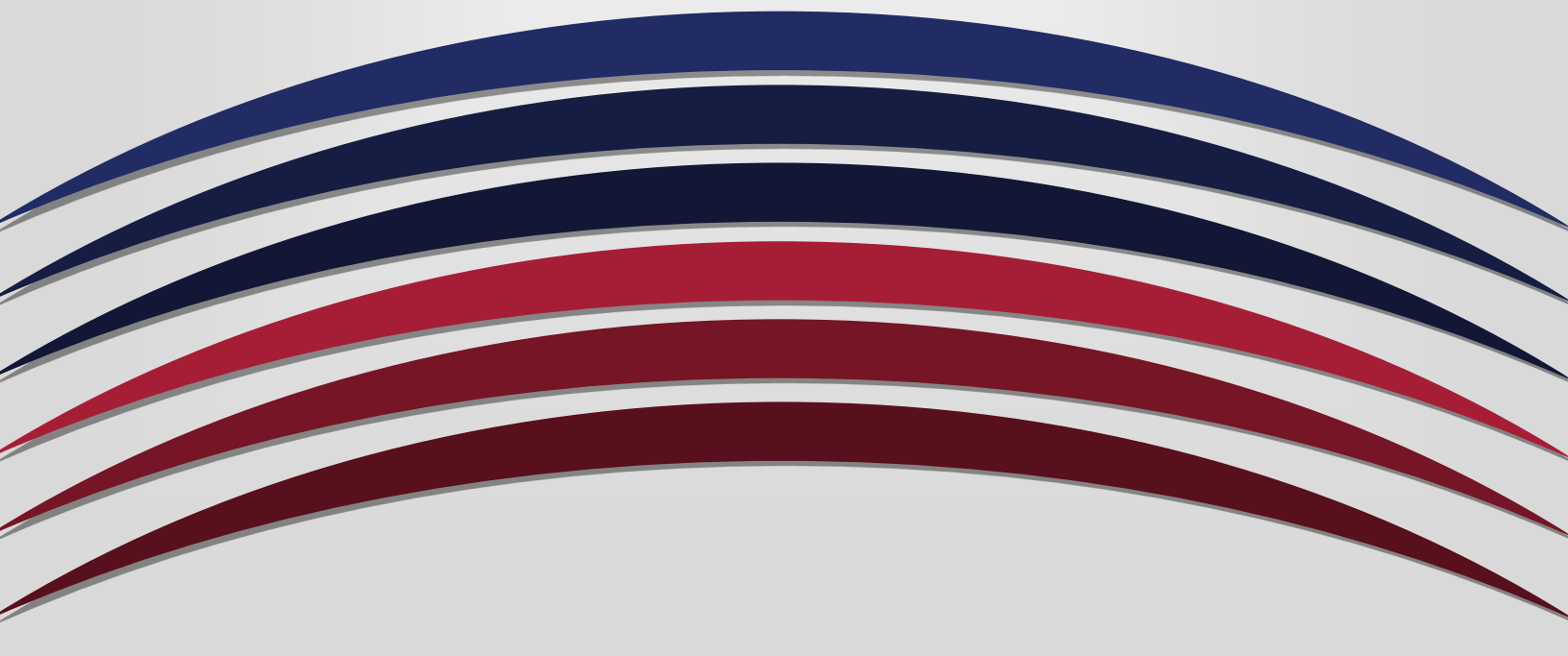


UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

**Course: Working with Diverse
Families**

Academic Year: 2022-2023



1. Name of course: Working with Diverse Families
2. Name of individual(s) compiling report: Traci Johnston
3. Date of submission: September 15, 2023
4. Academic year: 2022-2023

Course-Level Learning Outcomes

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

CLO#1- Examine how historically the family and community have played significant roles in children’s education. (NAEYC 2a)

CLO#2- Discuss how parents, teachers, and community members have worked together to some degree for children’s benefit, although the idea of partnerships is relatively new. (NAEYC 2a, 2b)

CLO#3- Identify the many different types of family households within which American children are being raised today. (NAEYC 2a, 2b)

CLO#4- Discuss how racial, ethnic, social, economic factors, and language differences, affect the functioning of families. (NAEYC 2a)

CLO#5- Discuss parental roles in children’s upbringing, and various parenting styles and how these affect children’s lives. (NAEYC 2a, 2b)

CLO#6- Discuss the emotional impact that a child with disabilities can have on a family, and how early intervention can help families ensure that their children achieve their maximum potential. (NAEYC 2a, 2b)

CLO#7- Explore the severity and prevalence of family of violence and the impact on children, while understanding the role of the teacher in reporting and identifying high risk situations. (NAEYC 2b)

CLO#8- Understand the effects of poverty on the lives of children and their families, and explore the school relationship with both child and family. (NAEYC 2a, 2b, 2c)

CLO#9- Recognize fathering in the context of family and other systems and discuss ways of involving fathers in schools, and the schooling of their children. (NAEYC 2a, 2b, 2c)

CLO#10- Identify the impact of bullying in the school climate and identify the role of the school and family in the prevention of bullying. (NAEYC 2b, 2c)

CLO#11- Identify effective principles for establishing communication with parents. (NAEYC 2c)

CLO#12- Recognizing the legal rights and responsibilities of parents and schools. (NAEYC 6b, 6e)

CLO#13- Explain what families’ do that promotes children’s literacy and cognitive development, and what families can do to instill values and habits in their child’s life. (NAEYC 2c, 4a, 5a)

2. Which CLOs were addressed for the academic year?

CLO #2- Discuss how parents, teachers, and community members have worked together to some degree for children's benefit, although the idea of partnerships is relatively new. (NAEYC 2a, 2b)

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

CLO #2- Discuss how parents, teachers, and community members have worked together to some degree for children's benefit, although the idea of partnerships is relatively new. (NAEYC 2a, 2b)

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#2-** Apply culturally competency practices and partnerships with children, families, colleagues and the community. (aligns with NAEYC Standard 2)

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

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

CLO#2 connects directly to **ILO#3-** Communicate effectively with diverse audiences in multiple contexts. (Communication)

CLO#3 connects directly to **ILO#7-** Demonstrate career readiness skills (Professionalism)

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 were provided with a mock family scenario to prepare for a parent teacher conference. Students researched and prepared three community resource handouts to support the family situation. Students participated in a mock parent-teacher conference. The Parent Teacher Conference: Community Resources project was reported on last year and is being measured again this year with revisions to the project from the previous year based on feedback from the National Association for the Education of Young Children (NAEYC), the programs accrediting body.</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 A scoring rubric is used to measure this assessment.</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 Parent/Teacher Conference: Community Resources project measuring competence in CLO#2.</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- Parent/Teacher Conference: Community Resources</i></p>	
<p>How many students completed the assessment, and how many were successful?</p>	<p>Fall 12 students assessed 11 students successful (92% success rate)</p>	<p>Spring Class is not offered in the spring.</p>
<p>Academic Year Total (add the numbers from Fall and Spring)</p>	<p>12 students assessed 11 students successful (92% success rate)</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
---	-----	----

5. What is your analysis of the findings?

Students scored a 92% on the Parent Teacher Conference: Community Resource project. This project is submitted in three parents. For Part 1, students scored a 92%. On Part 2, students scored a 92%. On Part 3, students also scored a 92%.

Overall, students had an 92% pass rate for the Parent Teacher Conference/Community Resource project. Students need additional support in locating community resources specific for the “mock” family situation. Students need more practice with parent teacher conferences especially with eye contact, body language, and overall confidence. Faculty discussed having several opportunities for practice during class time before the project is due.

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

Explain.

This project is a key assessment for our NAEYC accreditation. The rubric was updated to include more qualitative language. Faculty discussed pairing students up and providing time for them to “practice” their parent-teacher conference during class or providing some role-play opportunities.