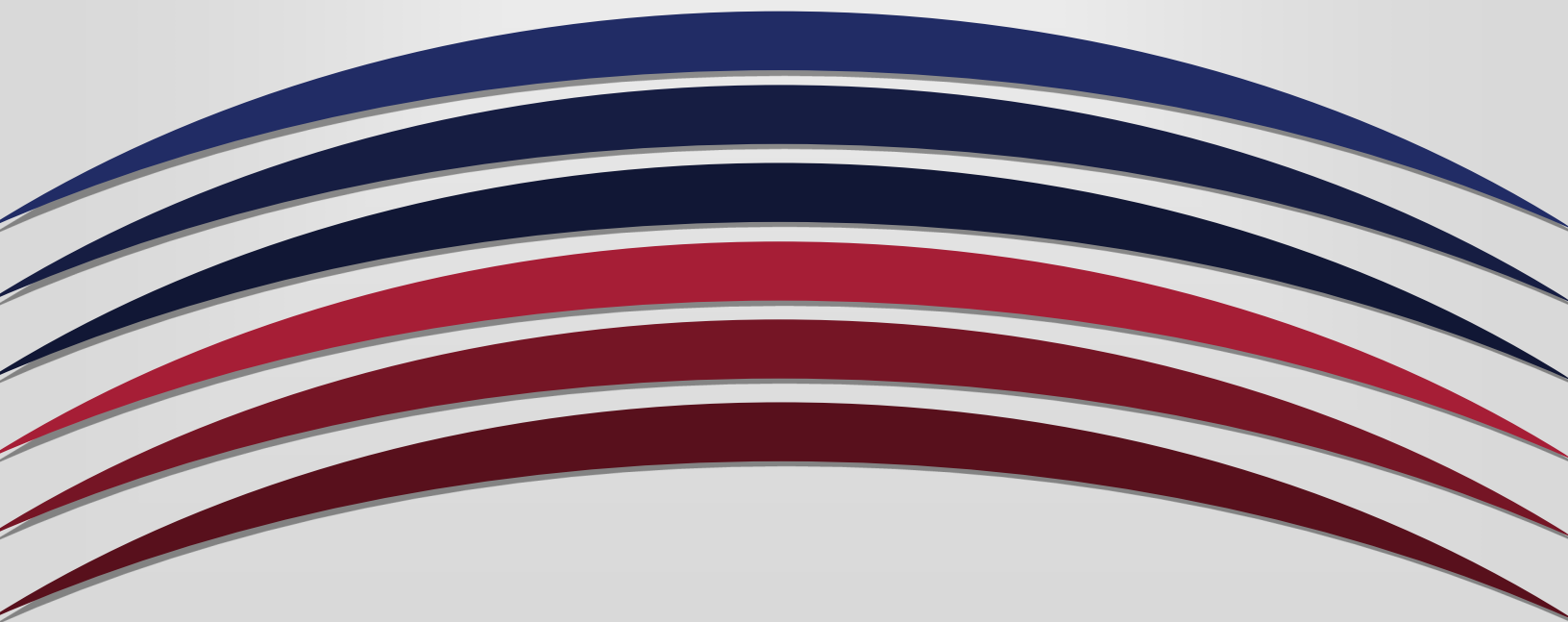


UNIVERSITY OF ARKANSAS  
PULASKI TECH

Course-Level Assessment Report  
Course: Children's Literature  
Academic Year: 2022-2023

Due to Chair/Program Director and Faculty Assessment Chair by  
September 15



1. Name of course: Children's Literature
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-** 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 21<sup>st</sup> 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.

<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>Students completed a total of 20 book reviews throughout the semester. The book reviews were turned in in four sets of five. Each set of book reviews were submitted in Blackboard. A scoring rubric was used to assess the project. The book review project was reported on last year and will be measured again this year for comparison.</i></p>
<p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	

Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.	<b>Yes</b>	<b>No</b> <i>This is a direct assessment. A scoring rubric was used to assess.</i>
How do you define success for an individual student on the CLO assessment assignment or measure?	<i>Student scored at least a 70% on all 20 book reviews which measures CLO#2 and CLO#5.</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 successful completion on the CLO assessment project- Book Reviews</i>	
How many students completed the assessment, and how many were successful?	<b>Fall</b> 11 11 successful 100% success rate)	<b>Spring</b> 8 7 successful (88% success rate)
Academic Year Total (add the numbers from Fall and Spring)	19 (95% success rate)	
Was the benchmark/goal for this academic year met?	<b>Yes</b>	<b>No</b>
Were standardized rubrics, tests, or checklists used?	<b>Yes</b>	<b>No</b>

## 5. What is your analysis of the findings?

In fall of 2022, students scored a 100% on Book Reviews 1-5, 91% on Book Reviews 6-10, 100% on Book Reviews 11-15 and 100% on Book Reviews 16-10. In spring of 2023, students scored a 100% on Book Reviews 1-5, 100% on Book Reviews 6-10, 100% on Book Reviews 11-15, and 88% on Book Reviews 16-20 for an average of 88%. One student submitted their book report late and was deducted 20%, which affected their overall grade.

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.