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Course Outcomes Guide

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Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: EDU-116 Infant & Toddler Development   **Date:** Spring 2012

Course/Program Team: Carol Miller-Schultz

Expected Learning Outcomes:
- demonstrate an understanding of the meaning of the attachment bond as it impinges on all development in the future;
- implement scheduling techniques importance of infant-toddler routines and play;
- verbally express an in-depth understanding of the interrelationship between the brain, intelligence, physical-motor skills and human stimulation;
- apply the knowledge of and strategies for promoting language development and intelligence in infant-toddlers.

Assessment (How do or will students demonstrate achievement of each outcome?)
1. Four unit tests. Conclusions drawn from the assessments are the result of class lecture, small and large group discussions, assigned textbook readings and handouts.
2. A required paper entitled "Philosophy of Infant and Toddler Education" which is a compilation of all of the above.

Validation (What methods have you used or will you use to validate your assessment?)
 Multiple choice and essay questions are taken from the text publisher's test bank. These questions have been validated on a large test population.
 The philosophy paper was assessed based on content and grammatical accuracy.

Results (What does your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)
 Item analysis is run for each exam to identify areas of weakness and student comprehension. Those areas are then reviewed when tests are returned to the students. Instruction is then adapted to address student need.
 During the Spring 2012 semester of the 25 students that took the course 19 earned A's, 4 earned B's, 1 earned a C and 1 earned a D. For the Philosophy Paper 9 earned A's, 5 earned B's, 7 earned C's, 2 earned D's and 2 earned F's.

Follow-up (How have you used or how will you use the data to improve student learning?)
 I have taught this class two times. I will continue to use student outcomes to evaluate my effectiveness and adjust my teaching accordingly.

Budget Justification (What resources are necessary to improve student learning?)

None at this time