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Course Outcomes Guide

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Course/Program Title: EDU-114 The Developing Child

Date: Spring 2017

Course/Program Team: Jeannine Stonestreet

Expected Learning Outcomes:
Upon successful completion of the course, students will be able to:
- Apply understanding of the physical, social, emotional, cognitive, creative, and language stages of development of children from birth to age 8;
- Identify and apply major theories and theorists in the field of early childhood education;
- Demonstrate how to objectively observe, record, and assess young children's development and learning in a child care or school setting.

Assessment (How do or will students demonstrate achievement of each outcome?)
The outcomes in this course are assessed in a research assignment with a common rubric. The research project is a presentation identifying one community concern in the area of child growth and development. Students will prepare a PowerPoint presentation using at least 3 reliable resources (in addition to their textbook). Sources may include internet resources, books, journals and pertinent current articles that identify and apply major theories in the field of early childhood education. Each student must define a community concern/need, provide data appropriately representing the need, integrate theoretical principals to support why the need has to be addressed, and propose a solution and plan of action.

Validation (What methods have you used or will you use to validate your assessment?)
Mary Beth Chaney and I have validated the rubric by assessing online presentations and comparing results.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)
This academic year students struggled with the outcome assessment. The assignment did not change, nor did the resources, so I do not know why students struggled this year. After reading my fall student evaluations I highlighted the proposal section of this assignment to ensure students pay close attention to the expectations. I also edited the sample presentation to make sure the proposal is thoroughly addressed. These changes were made for the spring class and the students did perform better on the assignment, yet still many did not meet my goal of 80%. Further analysis will be done.

Instructor: Stonestreet		
Semester: FA/16		
Assessment: Research Presentation		
Number of students graded: 23 (web)		
Research Presentation	# of students meeting 80% or above Web	% of students meeting 80% or above Web
Research Presentation	14	61%
Instructor: Stonestreet		
Semester: SP/17		
Assessment: Research Presentation		
Number of students graded: 18 (web)		
Research Presentation	# of students meeting 80% or above Web	% of students meeting 80% or above Web
Research Presentation	12	66%

Follow-up (How have you used or how will you use the data to improve student learning?)
    I am going to continue the process I implemented in the spring of 2017 and analyze the data carefully.

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