Course Outcomes Guide

Course/Program Title: EDU-114 The Developing Child

Date: Spring 2018

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?)
     Last year students struggled with the outcome assessment. I highlighted the proposal section of the assignment to ensure online students pay close attention to the expectations. I also edited the sample presentation to make sure the proposal was thoroughly addressed. These changes did improve student grades. My lecture class, in the spring of '18, met all of the outcomes. I think being with them twice a week, verbally going over the sample, and answering questions verbally as a whole group made the difference.

Instructor: Stonestreet

Semester: FA/17

Assessment: Research Presentation

Number of students graded: 19 (web)

Research Presentation	# of students meeting 80% or above	% of students meeting 80% or above

	Web	Web
Research Presentation	13	68%
Instructor: Stonestreet Semester: SP/18 Assessment: Research Presentation Number of students graded: 16 (lecture)		
Research Presentation	# of students meeting 80% or above Lecture	% of students meeting 80% or above Lecture
Research Presentation	16	100%

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