



UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Assessment Report:**  
**2018-2019**

**ECD 1003 – Foundations of Early  
Childhood**



## Course-Level Learning Outcomes -

### ECD 1003: Foundations of Early Childhood

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

1. Examine the major roles and characteristics of early childhood teachers (NAEYC 6a, 6c, 6d)
2. Outline the philosophical foundations and historical forces that have shaped early childhood education (NAEYC 6c, 6d) (CEC 6.2)
3. Match the developmental principles and major milestones of children from birth to age eight to the areas of physical, emotional, social and cognitive development (NAEYC 1a, 1b, 2b, 4b, 4d, 5a, 5b, 5c) (CEC 1.1, 1.2, 2.1, 5.1)
4. Compare the different types of early childhood programs (NAEYC 1c, 4c, 5a, 5b, 6d)
5. Locate appropriate standards and guidelines for teaching young children (birth to age eight) within an inclusive classroom (NAEYC 1a, 1b, 1c, 2c, 3b, 4a, 4b, 5a, 5b, 5d, 6b, 6d) (CEC 2.1, 2.2, 3.2, 4.2, 5.1)
6. Summarize key socio-cultural, political, and economic context forces that have had an impact on early childhood education (NAEYC 1b, 2a, 2b, 2c, 4a, 5a, 5b, 6d) (CEC 1.1, 6.3)
7. State the teacher's role in supporting the socialization process in young children (NAEYC 1a, 1c, 2a, 2b, 2c, 4a, 5a, 5b) (CEC 4.4, 5.4)
8. Collect examples of beneficial strategies which establish effective home and school partnerships (NAYEC 2a, 2b, 2c, 3d, 4a, 4d, 5c, 6b) CEC 4.3, 5.5, 6.5, 6.6)
9. Review Arkansas-approved curriculum for young children (NAEYC 1a, 1b, 1c, 2c, 3a, 3c, 4b, 5c, 6d) (CEC 3.3)
10. Connect the practice of observing children to planning developmentally appropriate learning experiences (NAEYC 1c, 2a, 3a, 3b, 3c, 3d, 4b, 5b, 5c, 6b) (CEC 2.2, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 5.5)
11. Evaluate physical environments, activities, and materials for young children birth to age eight (NAEYC 1a, 1b, 1c, 2c, 3a, 3b, 3c, 4b, 6b, 6c, 6d) (CEC 3.3, 5.2, 5.4, 5.5, 5.7, 6.1)
12. Acknowledge professional work ethics (NAEYC 6b) (CEC 6.1, 6.2, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3)

#### 2. Which CLOs were addressed for this academic year? (2018-2019)

CLO #2. Outline the philosophical foundations and historical forces that have shaped early childhood education (NAEYC 6c, 6d) (CEC 6.2)

## 2. Which CLOs are being addressed in your assessment plan next academic year? (2019-2020)

This CLO will be assessed next academic year also. After evaluation of data, faculty would like to see an increase in performance on students understanding of how the theorist ideas can be used in today's classroom.

## 3. Explain the assessment cycle.

The assessment cycle of reported assessment results was initially planned to coordinate with the program assessment cycle. CLO 2 will be assessed again next year in order to measure a desired improvement. When desired improvement is achieved, the faculty will determine the next CLO and course project to report on.

## 4. What are the assessment methods? Are they direct or indirect?

Indirect- students are evaluated on the on the research of an early childhood theorist, which included a paper, display or Power Point presentation and a presentation of their theorist.

## 5. What are the assessment goal(s)?

Students will achieve 70% or better proficiency on the grading rubric.

## 6. What were the findings for this academic year? (2018-2019)

In Fall 2018, the online class achieved an overall 47% pass rate on this assessment. Four out of twelve students did not submit the project.

In Spring 2019, the weekly hybrid class achieved and overall 90% pass rate on this assessment. All students completed the project. The lowest score was 76% and the highest score was 99%.

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

In the Fall of 2018, students struggled to understand the major components to this three-part project. This class had to be offered as an online course. Several students had registered for the day face-to-face class but because of low numbers it was cancelled and all students took the class online. Due to the low pass rate on this assessment, this course is no longer offered on line and is now being offered as a hybrid.

In Spring 2019, this course was offered only as a weekly hybrid course and was no longer offered as an online course. Faculty agreed that due to the nature of the course, online was not a good format for a theory-heavy course. In the course overall, student achievement increased, and specifically on this assessment, student performance was much improved. All students completed this assessment and no student received a score below 76%. The instructor notes that the biggest area of struggle for students on this project is proper citation, grammatical errors, and spelling errors.

## 8. What is the action plan for the next academic year? (2019-2020) Explain.

Faculty have discussed the results of this assessment, and while the overall proficiency was lower in the fall of 2018, changes were made in the way the course was offered and a significant increase in student performance was noted. Instructors are continuing to look at the complexity of this three-project project to evaluate where changes might need to be made and this course will continue to be offered in the new weekly hybrid format.