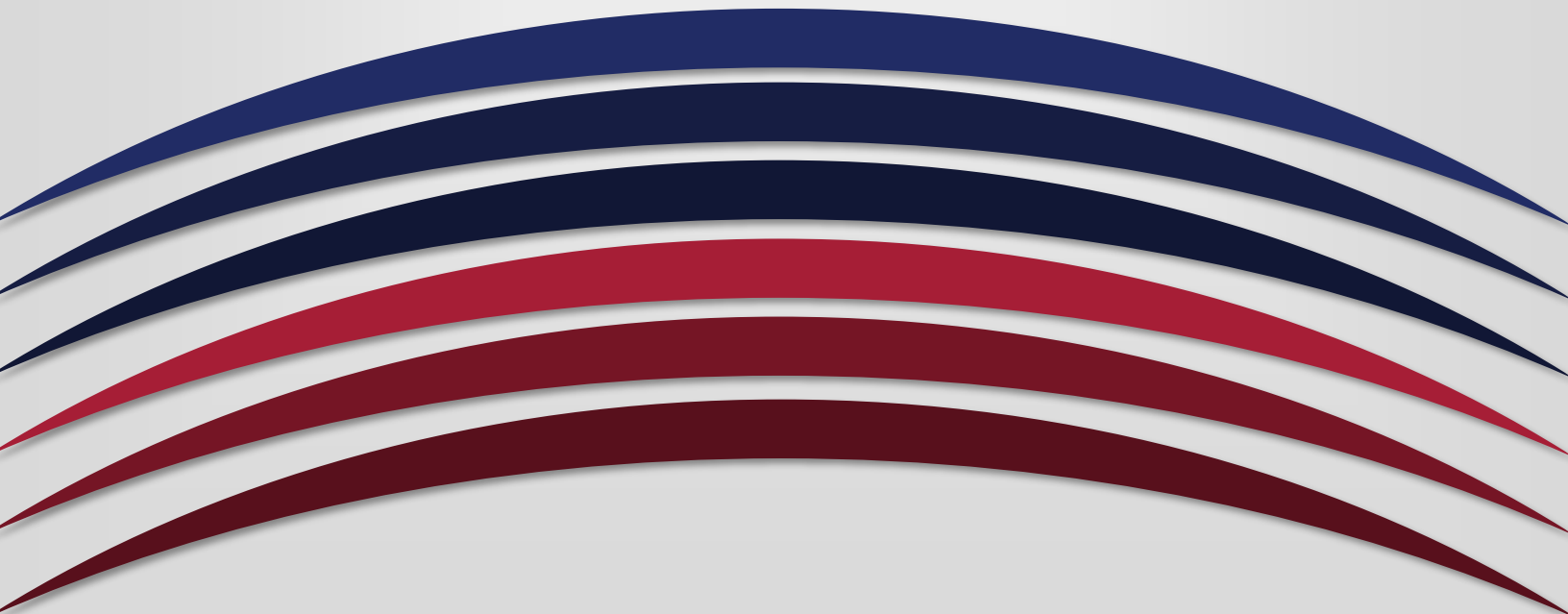


UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2018-2019

**ECD 1203 – Environments for Young
Children**



Course-Level Learning Outcomes - Environments for Young Children

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

1. Students will develop a floor plan that incorporates the components of a safe, healthy learning environment that will meet the needs of all students in the class.
2. Students will develop activity plans that promote children's development in the areas of physical, cognitive, social and emotional.
3. Students will become familiar with the Arkansas Minimum Licensing Requirements for operating a licensed childcare center and other federal guidelines that may be applicable to their position.
4. Students will understand how the effects of a child's health, safety and nutrition impact their response to the environment.
5. Students will evaluate the value of play as a tool to foster children's learning.

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

CLO #2. Students will develop activity plans that promote children's development in the areas of physical, cognitive, social and emotional.

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

This CLO will be assessed next academic year also.

4. 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 desired improvement in the CLO. When desired improvement is reached, the faculty will determine the next CLO to report on.

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

Indirect. For this CLO, faculty selected Book Extension project for assessment. Students select a children's book and then plan 5 book extension activities that could be used in an early childhood classroom. A rubric is used to grade the project.

6. What are the assessment goal(s)?

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

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

In the Fall 2018, Students achieved an overall average 89% pass rate on this assessment. The lowest score received was 84% and the highest score received was 100%.

In the Spring 2019 semester, students achieved an overall average pass rate of 71% on this assessment. The instructor notes that the lowest score received on this assessment was a 0%, because one student had a baby and did not turn the assessment in; a second student stopped coming to class early in the semester and also did not turn the assignment in, and the assessment average was lowered by those scores. No students received a score lower than 70% on this assessment.

8. What is your analysis of the findings?

Prior to Fall 2018, this course ran as an online course and grade performance was low. In Fall of 2018, this course was offered as a hybrid and overall performance in the class, as well as on this assessment, improved.

In the 2019 Spring semester, faculty agree that the format change for the class was positive and are implementing it again in 2019-2020. Although the overall assessment average was 71%, faculty note that this average is skewed by two students who simply did not turn the assessment in (not that they received a bad grade for poor performance).

9. 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 good, faculty would like to continue to see more data on the success of the class format change and the observation project in particular, and plan to try the same format in 2019-2020.