



UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2018-2019
ECD 2803 – Special Needs



Course-Level Learning Outcomes – Special Needs

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

1. The student will develop an understanding of the historical figures that have developed the field of early childhood special education (NAEYC 5b, 5e)
2. The student will summarize the laws that govern early childhood special education and their application to the classroom setting (NAEYC 5b)
3. The student will identify the benefits of early intervention for children with special needs (NAEYC 1a, 1b, 3a, 3b, 3c)
4. The student will describe the purpose and process of assessment in early intervention/early childhood special education and their role in this process (NAEYC 3d, 5b)
5. The student will develop an awareness of the various disabilities they may encounter in their classroom setting (NAEYC 1a)
6. The student will identify community resources available for assistance to families of children with special needs (NAEYC 2b, 2c, 4a)
7. The student will adapt materials and curriculum to meet the needs of children with special needs (NAEYC 1c, 3b, 3c, 4b, 4c, 4d)

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

CLO #5. The student will develop an awareness of the various disabilities they may encounter in their classroom setting (NAEYC 1a)

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 #5 will be assessed again next year in order to measure desired improvement in the CLO and/or gain more insight into results with a larger pool of data. When this 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 the Paper on Disability project for assessment. For this project, students select and research a disability that might be encountered in

early childhood. The student then writes a paper on the disability including history, description of the disability, and methods a teacher might use to adapt teacher or environment to the disability, and presents the paper to the rest of the class. A rubric is used to grade the paper and presentation.

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)

This course is only offered once a year, in the Fall semester.

In Fall 2018, 5 students took this course as an elective. The average score on the project assessment was 94%. The lowest score on this project was 90% and the highest score was 99%.

8. What is your analysis of the findings?

Overall, students performed very well on this assessment. All students completed this project and none performed under the goal of 70% proficiency. The instructor notes that students scored lowest in areas of grammatical/spelling errors or errors in reference citation. The instructor also notes that prior years have seen problems with reference citation and plagiarism on this project that were not reflected in Fall 2018.

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 tracked on this project as the sampling was very small. Also, this course is being changed from an elective to a required course in the degree program and faculty expect the enrollment to increase and the assessment data to change somewhat with a bigger population of students.