UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2018-2019
ECTC 2403 – Math and Science for Early Childhood

Course-Level Learning Outcomes - Math & Science

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

1. Demonstrate use of inquiry method for children birth through Pre-Kindergarten, including children with special needs. (NAEYC 1a,1b,1c,4b.4d)
2. Demonstrate the ability to connect with families about math & science concepts for children birth through Pre-Kindergarten, including children with special needs (NAEYC 2a,2b,2c,4b,4c,4d)
3. Apply knowledge of children's growth to appropriate teaching strategies for children birth through Pre-Kindergarten, including children with special needs. (NAEYC 1a,1b,1c,4b,4c,4d)
4. Develop quality math & science learning environments for children birth through Pre-Kindergarten, including children with special needs. (NAEYC 1a,1b,1c,4b,4c,4d)
5. Observe and document children's learning, birth through Pre-Kindergarten, including children with special needs. (NAEYC 3a,3b,3c)
6. Connect research and knowledge with professional practice for children through Pre-Kindergarten, including children with special needs. (NAEYC 5a,5b,5c,5d)
7. Differentiate the process skills needed for math & science experiences for children birth through Pre-Kindergarten, including children with special needs. (NAEYC 4a,4b,4c,4d)

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

CLO 3. Apply knowledge of children's growth to appropriate teaching strategies for children birth through Pre-Kindergarten, including children with special needs. (NAEYC 1a,1b,1c,4b,4c,4d)

3. 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 will determine if it is appropriate for another CLO to be assessed.

4. Explain the assessment cycle.

The assessment cycle of reported assessment results was initially planned to coordinate with the program assessment cycle. CLO #3 will be assessed again next year to give a larger pool of data, as this course is only offered once a year in the Spring semester.

Return to Top of Document

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

Direct. Students plan a multi-phase math & science lesson plan project which they implement and evaluate. It is graded with a rubric. Data regarding the CLO was pulled specifically from the applicable item on the grading rubric.

6. What are the assessment goal(s)?

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

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

This course is only offered in the Spring semester. In the Spring of 2018, a total of 95% of students met or exceeded the rubric requirements, with 45% of students meeting and 50% of students exceeding the standard. In the Spring of 2019, a total of 100% of students met or exceeded the standard, including 10% meeting and 90% exceeding the rubric standards.

8. What is your analysis of the findings?

Overall, the number of students of passed the desired assessment goal increased from Spring 2018 to Spring 2019. The instructor notes that in Spring 2018, students who did poorer on the section assessed did not complete it.

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

Faculty have received feedback from their accrediting body, NAEYC, that this project's format and rubric is too complex and needs an overhaul. Faculty will be meeting to make adjustments to the project and rubric prior to the next course offering in Spring 2020.

Return to Top of Document