



UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2018-2019
ECTC 2503: Child Guidance



Course-Level Learning Outcomes -

ECTC 2503: Child Guidance

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

1. State typical behaviors for young children according to their ages and development. (NAEYC 1a, 1b, 1c)
2. Categorize temperament traits and other rationales for various behaviors of birth through pre-kindergarten, including children with special needs. (NAEYC 1a, 1b, 1c, 3c, 4d)
3. Plan appropriate child-centered classroom environments to support children birth through pre-kindergarten including children with special needs. (NAEYC 3b, 4a, 4b, 4c, 4d)
4. Provide examples of family involvement opportunities that build relationships between program and families. (NAEYC 2a, 2b, 2c)
5. Analyze purposes and types of objective observation used in the early childhood setting, birth through pre-kindergarten, including children with special needs. (NAEYC 3a, 3b, 3c, 3d)
6. Practice and demonstrate responsible assessment through the use of a variety of observation and appropriate assessment tools for birth through pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c, 3d, 5b)
7. Evaluate different behaviors of children birth through pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c, 3d)
8. Interact positively with children , birth through pre-kindergarten including those with special needs.(NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5c)
9. Apply guidance principles and the use of developmental check lists to monitor child readiness and engagement in all content areas for children birth through pre-kindergarten, including children with special needs. (NAEYC 3a, 3b, 3c, 4a, 4b, 4c, 4d)
10. Design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes for children birth through pre-kindergarten including children with special needs.(NAEYC 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
11. Identify with the profession and its ethical code (NAEYC 6a, 6b)

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

1. State typical behaviors for young children according to their ages and development. (NAEYC 1a, 1b, 1c)
2. Categorize temperament traits and other rationales for various behaviors of birth through pre-kindergarten, including children with special needs. (NAEYC 1a, 1b, 1c, 3c, 4d)

5. Analyze purposes and types of objective observation used in the early childhood setting, birth through pre-kindergarten, including children with special needs. (NAEYC 3a, 3b, 3c, 3d)
6. Practice and demonstrate responsible assessment through the use of a variety of observation and appropriate assessment tools for birth through pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c, 3d, 5b)
7. Evaluate different behaviors of children birth through pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c, 3d)

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

These CLO's will be assessed next academic year also. After evaluation of data, faculty would like to see an increase in student's ability to recognize preschool temperament traits during an observation.

3. Explain the assessment cycle.

The assessment cycle of reported assessment results was initially planned to coordinate with the program assessment cycle. CLO's 1, 2, 5, 6 & 7 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 their ability to recognize different temperament characteristics during a preschool observation.

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 spring 2018, students achieved an overall 87% pass rate on this assessment. This course is currently only offered once a year.

7. What is your analysis of the findings?

In the spring of 2018, faculty reviewed that while the proficiency results from this project was high, students sometimes struggled with providing an appropriate example of the temperament observed.

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

Students need more time to practice identifying the different temperament characteristics. The faculty will examine if the length of time required for this observation needs to be adjusted to ensure that students have enough time to observe and provide examples of each temperament.