



UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2018-2019
ECTC 2603 - Practicum



Course-Level Learning Outcomes - Practicum

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

1. Apply new knowledge regarding how children grow and learn in a childcare setting designed for children birth through Pre-kindergarten, including children with special needs (NAEYC 1a, 1b, 4c, 4d, SS4)
2. Demonstrate knowledge of developmentally appropriate practices for children birth through Pre-kindergarten, including children with special needs (NAEYC 1a, 1b, 1c, 4b, SS 1, 3, 4)
3. Reflect using prior knowledge to link new ideas to familiar ones while working with children birth through Pre-kindergarten, including children with special needs (NAEYC 4b, 4c, 4d)
4. Demonstrate proficiency in working with diverse populations of students, families and community groups (NAEYC 2a, 2b, 2c, 4a)
5. Demonstrate knowledge of a variety of observational and authentic assessment options and their appropriate use with children birth through Pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c, 3d)
6. Evaluate the early childhood environment for children birth through Pre-kindergarten, including children with special needs developmental appropriateness (NAEYC 1a, 1b, 1c, 3a, 3b, 3c, 3d, 4b, 4d, 5a, 5b, 5c, 5e)
7. Use a variety of observation and assessment strategies with children birth through Pre-kindergarten, including children with special needs.(NAEYC 3a, 3b, 3c, 3d)
8. Connect ethical practices and standards and other professional guidelines to staff behaviors. (NAEYC 5a, 5b, 5c, 5e, 6d)
9. Integrate reflective and critical perspectives on early education practices. (NAEYC 6d)
10. Engage in informed advocacy for children and the profession. (NAEYC 5e)

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

CLO #5. Demonstrate knowledge of a variety of observational and authentic assessment options and their appropriate use with children birth through Pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c, 3d).

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. 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 the Child Case Study project for assessment. Over the course of the semester, students learn about and implement a variety of assessments on a young child that the student has selected as their case study. Students then compile an overall Case Study notebook and analysis of the child's development based on the assessments used during the semester. 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 93% pass rate on this assessment. Students scored lowest on completion of the Observation/Record Methods used section of the Case Study with an average of 7.93 points out of a potential 11.33 points. This is a listing and description of all assessment methods cited in the study.

In the Spring 2019 semester, students achieved an overall average pass rate of 93% on this assessment. Again, students received the lowest scoring on the Observation/Record listing portion of the assignment with an average score of 9.03 out of 11.33 points on this item.

8. What is your analysis of the findings?

Overall, students performed very well on this assessment. This project is worked on by the student throughout the entire semester and it is expected students will score high. Interestingly students seem weakest on the same section of the project over both semesters, although there was improvement on this item in the Spring of 2019. Faculty have discussed whether more explanation is needed for completion of this item on the project.

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 it is a capstone project of the course and taken at the end of the degree plan.