



UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020

**ECD 1003: Foundations of Early
Childhood Education**



Course-Level Learning Outcomes - Foundations

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

1. Examine the major roles and characteristics of early childhood teachers (NAEYC 6a, 6c, 6d)
2. Outline the philosophical foundations and historical forces that have shaped early childhood education (NAEYC 6c, 6d) (CEC 6.2)
3. Match the developmental principles and major milestones of children from birth to age eight to the areas of physical, emotional, social and cognitive development (NAEYC 1a, 1b, 2b, 4b, 4d, 5a, 5b, 5c) (CEC 1.1, 1.2, 2.1, 5.1)
4. Compare the different types of early childhood programs (NAEYC 1c, 4c, 5a, 5b, 6d)
5. Locate appropriate standards and guidelines for teaching young children (birth to age eight) within an inclusive classroom (NAEYC 1a, 1b, 1c, 2c, 3b, 4a, 4b, 5a, 5b, 5d, 6b, 6d) (CEC 2.1, 2.2, 3.2, 4.2, 5.1)
6. Summarize key socio-cultural, political, and economic context forces that have had an impact on early childhood education (NAEYC 1b, 2a, 2b, 2c, 4a, 5a, 5b, 6d) (CEC 1.1, 6.3)
7. State the teacher's role in supporting the socialization process in young children (NAEYC 1a, 1c, 2a, 2b, 2c, 4a, 5a, 5b) (CEC 4.4, 5.4)
8. Collect examples of beneficial strategies which establish effective home and school partnerships (NAEYC 2a, 2b, 2c, 3d, 4a, 4d, 5c, 6b) (CEC 4.3, 5.5, 6.5, 6.6)
9. Review Arkansas-approved curriculum for young children (NAEYC 1a, 1b, 1c, 2c, 3a, 3c, 4b, 5c, 6d) (CEC 3.3)
10. Connect the practice of observing children to planning developmentally appropriate learning experiences (NAEYC 1c, 2a, 3a, 3b, 3c, 3d, 4b, 5b, 5c, 6b) (CEC 2.2, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 5.5)
11. Evaluate physical environments, activities, and materials for young children birth to age eight (NAEYC 1a, 1b, 1c, 2c, 3a, 3b, 3c, 4b, 6b, 6c, 6d) (CEC 3.3, 5.2, 5.4, 5.5, 5.7, 6.1)
12. Acknowledge professional work ethics (NAEYC 6b) (CEC 6.1, 6.2, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3)

2. Which CLOs were addressed for this academic year? (2019-2020)

CLO #2. Outline the philosophical foundations and historical forces that have shaped early childhood education (NAEYC 6c, 6d) (CEC 6.2)

3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

CLO #2 will be reported on again. The rubric and instructions for this assessment have been updated and Faculty would like to gather comparative data.

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 a desired improvement. When desired improvement is achieved, the faculty will determine the next CLO and course project to report on.

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

Indirect- students are evaluated on the on the research of an early childhood theorist, which included a paper, display or Power Point presentation and a presentation of their theorist.

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? (2019-2020)

Students achieved an average of 78% proficiency on this project in the Fall of 2019, with the high score being 100% and the lowest score a 64%. Of the projects turned in, only one scored lower than a 70%. In the Fall of 2019, students.....

Students achieved an average of 72% proficiency on this project in the Spring of 2020, with the high score being 100% and the lowest score a 0% (student did not turn in the project). Of the projects turned in, only one scored lower than a 70%.

8. What is your analysis of the findings?

Overall, student performance on this assessment has improved greatly since the format of the class was shifted from an online course to a hybrid course in Spring 2019. Over the three semesters this format has been implemented, student scores have been much higher than previously when the course ran online.

Notably, in the Spring of 2020, the UA-PTC campus shifted to strictly online format at mid-term, due to the COVID-19 pandemic. Mid-semester, this course shifted from a hybrid in-person class to an online-only class. This occurred right during the time that students were completing this assessment. The Instructor believes that this explains the dip in performance on this assessment in the Spring of 2020.

9. What is the action plan for the next academic year? (2020-2021) Explain.

As a part of the NAEYC re-accreditation process, the Faculty has determined that the rubric and instruction sheet for this project needs revision and updating. Data will be collected on this CLO again so that it can be compared to prior data using the old instructions and rubric.

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