



UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020

**ECD 1423: Advanced Field
Experience**



Course-Level Learning Outcomes - Advanced Field

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

1. The student will identify the differences between a licensed and quality approved childcare facility. (NAEYC Standard 4b; 6c)
2. The student will apply new knowledge regarding how children grow and learn in a childcare facility. (NAEYC Standard 1a; 1b;1c; 4a; 4b; 4c;4d)
3. The student will concisely convey in written format the information required in journal entries. (NAEYC Standard 1c; 4b; 4d; 5c; 6b; Supportive Skills1, 3, 5)
4. The student will use new knowledge to evaluate their current work/volunteer childcare setting. (NAEYC Standard 1a; 1b; 1c; 3a; 4a; 4b; 4c; 4d; 5c; 6a; 6c; 6d; Supportive Skill 4)
5. The student will demonstrate their knowledge of developmentally appropriate practices as they complete required journal entries, create language lesson plan, and make observations in assigned child care facilities, and during instructor observation.(NAEYC Standards 1a; 1b; 1c; 3a; 3c; 4a;4b; 4c; 4d; 5c; 6c)
6. The student will demonstrate their understanding of the role of the family in the education/care of the child. (NAEYC Standards 1a; 1b; 1c; 2a; 4a; 4b; Supportive Skills 3; 4)

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

CLO 5. The student will demonstrate their knowledge of developmentally appropriate practices as they complete required journal entries, create language lesson plan, and make observations in assigned child care facilities, and during instructor observation.(NAEYC Standards 1a; 1b; 1c; 3a; 3c; 4a;4b; 4c; 4d; 5c; 6c)

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

Because only one prior academic year report has been collected, Faculty have decided to assess this objective again in 2020-2021.

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. Students are evaluated on the creation of a developmentally appropriate lesson plan. A rubric is used to grade the lesson plan and measures several areas of competence.

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)

In the Fall semester of 2019, there were only 5 students enrolled in this course. Students scored an average of 75% on this assessment. This is meeting the assessment goal for this project, but is a significantly lower average than usual. The Instructor notes that due to the low number of students in the course, the average was brought down by one student's failing grade. This year, Faculty wanted to see an increase on student performance in the area of writing measurable objectives over last year. In fall 2019, it appears only 20% of students were measured at meeting the rubric item for measurable objectives, and 80% of students were measured at developing or below. In contract, students were able to select an appropriate CDELS learning goal to use with their lesson plan activities at a proficient rate- 80% exceeded the item on the rubric and only 20% scored at developing or not met. This data seems to reflect that students are getting good practice at selecting appropriate learning goals for children, but are not understanding how to turn the learning goals into a written measurable objective.

In the Spring of 2020, students scored an average of 95% on this assessment. In relation to the measurable objectives section, students performed slightly better than the fall semester, but not by much. 33% of students exceeded the rubric item, and 67% were developing or not meeting the rubric measurement for this item.

8. What is your analysis of the findings?

Student scoring on the measurable objectives items in this project seems to be consistently poor. While students may score overall well on this project, it is clear that either more work needs to be done teaching this skill, it needs to be practiced more in class, or the project needs to be evaluated for clarity.

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

To assist with adding more measurable objective writing practice in the early childhood program, the Faculty have adjusted some lesson plan projects in other courses, including Math & Science for Early Childhood and Preschool Curriculum to include the writing of measurable objectives. Faculty have agreed to continue to try and practice this skill in-class with students, and provide additional resources for learning.