UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020
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? (2019-2020)

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? (2020-2021)

CLO 3 will be assessed again in 2020-2021.

4. Explain the assessment cycle.

CLO 3 was selected by the Faculty to be assessed in 2019-2020 because this course only runs once a year and Faculty would like to see more than one measure of data before moving on to another CLO for assessment. After a satisfactory amount of data has been achieved, Faculty will meet and decide on another CLO to report.

Return to Top of Document

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

The assessment method here is indirect, as the grading rubric shows measurement in more than one area. For this project, students plan and implement and science and math-based lesson plan for use in an early childhood classroom.

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)

This course is only offered yearly in the Spring semester. In Spring 2020, students achieved an average of 92% on this assessment. The highest score was 100% and the lowest being 82%. No students scored in the Not Met range.

8. What is your analysis of the findings?

As a part of the re-accreditation process, the Early Childhood Program has been in a period of self-study. Over the last academic year and summer, Faculty met to make significant adjustments to this project. While student performance on this particular project was relatively good, Faculty in other courses noted that student performance in planning math and science-based learning activities was weak. Additionally, feedback from NAEYC indicated that the rubric for this project was long and confusing. As a team, the Faculty decided this project needed to be tweaked in order to enhance student learning specifically in the area of lesson planning on this content area. A new project was tried in Spring 2020, and the project, rubric, and instruction sheet were refined over the summer of 2020 and will be implemented again in its final form in Spring 2021. In the Spring of 2020, students appear to have been very successful with the new format of the project.

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

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Spring 2021 will be the first time the new and finalized lesson plan project measuring CLO 3 will be implemented, so Faculty will continue to report on this CLO in order to measure and compare student performance on this assessment.

Return to Top of Document