

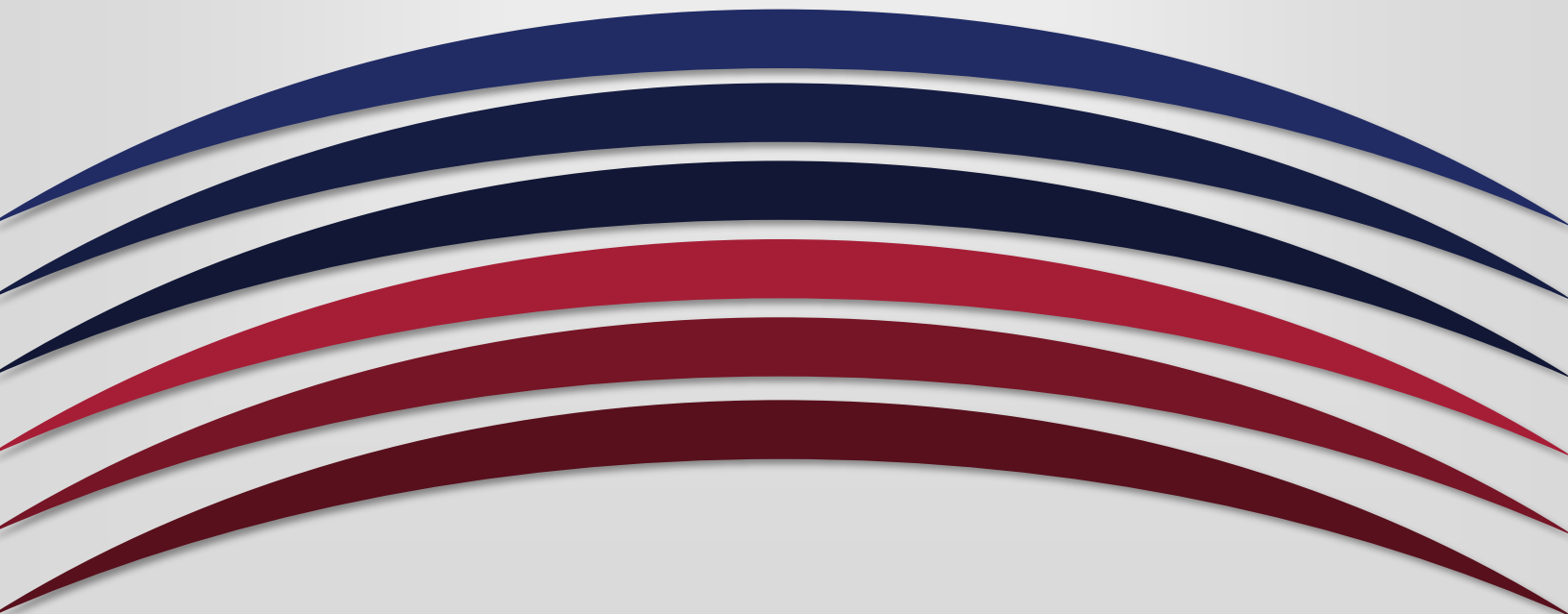
UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: ECD 1203

Environments For Young Children

Academic Year: 2020-2021



1. Name of course: ECD 1203 – Environments for Young Children
2. Name of individual(s) compiling report: Kami Wentz Hicks
3. Date of submission: September 10, 2021
4. Academic year: 2020-2021

Course-Level Learning Outcomes

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

1. Students will develop a floor plan that incorporates the components of a safe, healthy learning environment that will meet the needs of all students in the class.
2. Students will develop activity plans that promote children's development in the areas of physical, cognitive, social and emotional.
3. Students will become familiar with the Arkansas Minimum Licensing Requirements for operating a licensed childcare center and other federal guidelines that may be applicable to their position.
4. Students will understand how the effects of a child's health, safety and nutrition impact their response to the environment.
5. Students will evaluate the value of play as a tool to foster children's learning.

2. Which CLOs were addressed for the academic year?

CLO #2. Students will develop activity plans that promote children's development in the areas of physical, cognitive, social and emotional. This CLO will be assessed using the Book Extension project, which is graded with a rubric.

1. Which CLOs are being addressed in your assessment plan next academic year? (2021-2022)

This CLO will be measured next year as well.

2. 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 desired improvement in the CLO. When desired improvement is reached, the faculty will determine the next CLO to report on.

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

This assessment method is direct. The CLO seeks to measure development of activity plans and the Book Extension project is an activity plan project in which students plan for five extension activities in an early childhood classroom. A rubric is used to grade this project.

4. What are the assessment goal(s)?

Students will achieve 70% or better proficiency on the grading rubric.

5. What were the findings for this academic year? (2020-2021)

In the Fall of 2020, 10 students were enrolled in the course. Two students were unable to complete the course due to medical and COVID-19 reasons. 8 students completed this project for assessment. Of those 8, students achieved an average of 72% on this assessment. Notably, one student scored a 58% but all other students scored at or above 90% on this assessment. The high score on this measurement was 100% and the low score was 58%.

In the Spring of 2021, 5 students enrolled in the course and two were unable to complete this assessment or course due to medical and/or COVID-19 pandemic circumstances. Of the 3 assessed on this project, students achieved an average proficiency of 77%. The high score on this assessment was 87% and the lowest score was 65%.

6. What is your analysis of the findings?

Overall, this course has seen significant improvement in the performance of students in completing both this project and this course than when it was previously run as an online course. Students are meeting the desired proficiency of 70%. Also, there appears to be an increase in student performance on this assessment from the prior school year, in which data collected indicated a proficiency level of 70% and 66%, respectively. However, faculty would like to see an increase in the number of students who complete both the assessment and the course.

7. What is the action plan for the next academic year? (2021-2022) Explain.

Because this is an entry-level course, Faculty notes that students are not as familiar with the program or instructors as students who are farther along in the program. Many students have previously been advised by someone outside of the department and do not have a current relationship with instructors in the program. To help with this, Faculty have requested that all Early Childhood Development majors be assigned to Early Childhood Education faculty for advising, in order to help establish relationships with students entering the program. Faculty has also decided to institute a student mentoring program wherein recent graduates of the program would mentor entry level students, in hopes that this will increase retention and completion rates for this and

other courses. Assessment on this CLO will continue until student performance increases to where all students completing the course will achieve a 70% or higher on this assessment.