

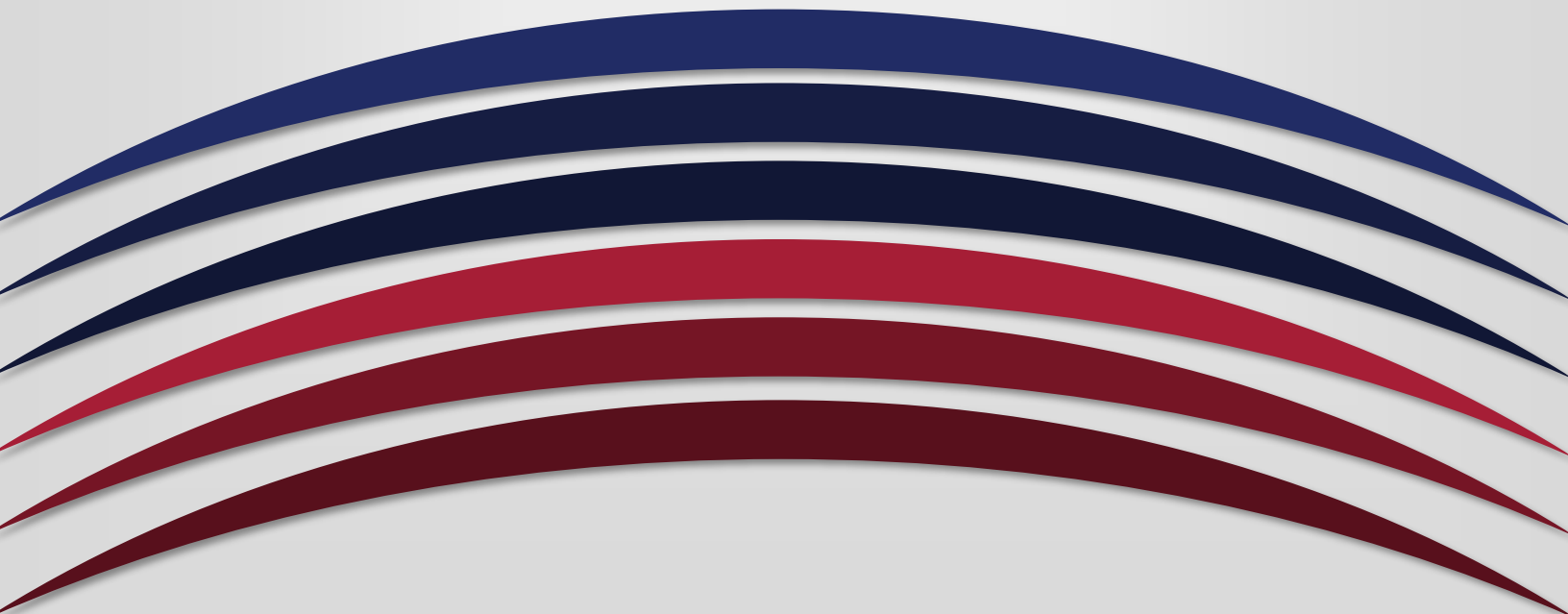
UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: ECTC 2303

Literacy & Language Arts

Academic Year: 2020-2021



1. Name of course: ECTC 2303 – Literature & Language Arts.
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. Use literacy strategies through the development of a variety activities for children birth through pre-kindergarten, including children with special needs (NAEYC 4a, 4b, 4c, 4d)
2. Connect with families about literacy content for children birth through pre-kindergarten, including children with special needs (NAEYC 2a, 2b, 2c, 4a)
3. Apply knowledge of children's growth to appropriate teaching strategies with children birth through pre-kindergarten, including children with special needs (NAEYC 1a, 1b, 1c, 4b, 4c, 4d)
4. Observe and document children's learning through the AR Child Development and Early Learning Standards, including children with special needs (NAEYC 3a, 3b, 3c, 3d, 5b)
5. Connect research, knowledge, and practice to the development of a variety of literacy activities for children birth through pre-kindergarten, including children with special needs (NAEYC 4b, 4c, 4d, 5c, 5d)

2. Which CLOs were addressed for this academic year? (2020-2021)

CLO 1. Use literacy strategies through the development of a variety activities for children birth through pre-kindergarten, including children with special needs (NAEYC 4a, 4b, 4c, 4d).

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

This course only runs once a year, so CLO 1 will be assessed again next academic year also in order to gather a larger pool of data. After evaluation of data, faculty would like to see an increase in competence of storytelling skills.

4. Explain the assessment cycle.

CLO 1 was selected for assessment because of the desire to see an improvement in these skills. Another CLO will be selected by faculty when measured improvement is achieved.

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

Indirect. Students were evaluated on the skill in presenting a story using story visuals through a grading rubric.

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? (2020-2021)

In the Fall of 2020, 12 students completed this project and achieved an average score of 80% on this assessment. The high score achieved was 100%, and the low was 40%. This course is offered only once per academic year.

8. What is your analysis of the findings?

Compared to the Fall of 2019, students maintained the same 80% average passing score on this assessment in the area of storytelling skills. Faculty has been implementing more instruction and practice during class in this area in order to increase skills in actively engaging children in literacy experiences. This is an improvement over the Fall 2018 average of 72%, but no increase from the prior year.

Faculty notes that during the Fall 2020 semester, the college flipped to online instruction after the November 30th, 2020. This project was due on December 15. It is possible that due to COVID-19 pandemic conditions and the flip to online instruction just prior to implementation of this project may have had an impact on student performance on this assessment.

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

Because this course is only offered only once a year, Faculty have chosen to continue to report on this assessment, in order to have a bigger pool of data to analyze. In the Fall of

2021, Faculty may try and push this project up to a sooner date in the semester so as to avoid any potential COVID-19 closures again.