



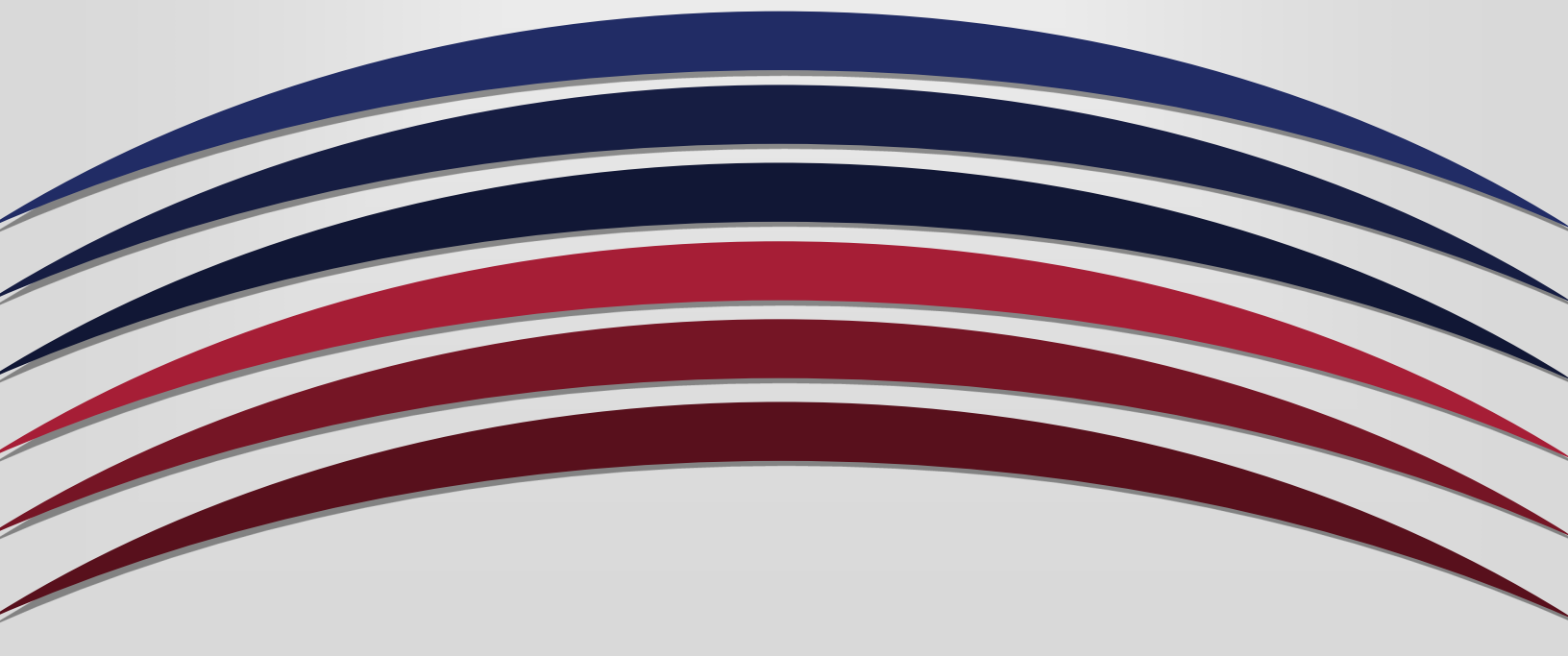
UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: ECD 2803

Special Needs

Academic Year: 2021-2022



1. Name of course: ECD 2803 – Special Needs
2. Name of individual(s) compiling report: Kami Wentz Hicks
3. Date of submission: 15 September 2022
4. Academic year: 2021-2022

Course-Level Learning Outcomes

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

1. The student will develop an understanding of the historical figures that have developed the field of early childhood special education (NAEYC 5b, 5e)
2. The student will summarize the laws that govern early childhood special education and their application to the classroom setting (NAEYC 5b)
3. The student will identify the benefits of early intervention for children with special needs (NAEYC 1a, 1b, 3a, 3b, 3c)
4. The student will describe the purpose and process of assessment in early intervention/early childhood special education and their role in this process (NAEYC 3d, 5b)
5. The student will develop an awareness of the various disabilities they may encounter in their classroom setting (NAEYC 1a)
6. The student will identify community resources available for assistance to families of children with special needs (NAEYC 2b, 2c, 4a)
7. The student will adapt materials and curriculum to meet the needs of children with special needs (NAEYC 1c, 3b, 3c, 4b, 4c, 4d)

2. Which CLOs were addressed for the academic year?

CLO 5 The student will develop an awareness of the various disabilities they may encounter in a classroom setting. This CLO was measured through the preparation and presentation of a Paper on a Disability (research paper).

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

This course only runs one semester of the academic year, and this year a different instructor is planning to teach the course. Faculty would like to see some changes in the course and would like to go ahead and keep assessing CLO 5 for comparison.

4. **How does this report connect or map to program-level or institutional-level outcomes?**

(ILO link: <https://uaptc.edu/college-academics/resources/student-learning-outcomes>
PLO list will vary depending on your Program.)

CLO 5 connects to PLO 1, Demonstrate knowledge of developmental domains, child development, developmental learning theories, and its application to appropriate learning environments for young children.

CLO 5 and its assessment, the Paper on a Disability, connects to the following ILO's in the following ways:

ILO 1 (Information Literacy) Students will locate relevant information on early childhood disabilities, evaluate the information, and synthesize it into a clearly written research paper.

ILO 3 (Communication) Students will develop and organize a clearly written paper describing the results of their research and then orally present their paper to classmates.

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

<p>Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?</p> <p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	<p><i>One section of this course is offered once a year, during the Spring semester. All students in the course are assessed on this CLO through a Paper on a Disability research paper project. Students research a disability from at least four different peer reviewed sources, write a paper, and give an oral presentation using at least one visual to their classmates. This assignment is graded using a grading rubric tied to objectives.</i></p>	
<p>Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.</p>	<p>Yes</p>	<p>No. This is a direct assessment.</p>

How do you define success for an individual student on the CLO assessment assignment or measure?	Student scores 70% on the overall grading rubric linked to the CLO	
How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	70% of students in the course achieve success on the CLO assessment assignment or measure	
How many students completed the assessment, and how many were successful?	Fall Course not offered	Spring 10 students assessed 7 successful (70% success rate)
Academic Year Total (add the numbers from Fall and Spring)	10 students assessed 7 successful (70% success rate)	
Was the benchmark/goal for this academic year met?	Yes	No
Were standardized rubrics, tests, or checklists used?	Yes	No

5. What is your analysis of the findings?

While the data indicates that the desired benchmark of 70% success rate was met by all students, this is still a drop in performance from the prior year.

6. What is the action plan for the upcoming academic year?

Explain.

Faculty would like to make some changes to this course overall in the coming academic year. For one, faculty would like to embed a UA-ECEP certificate into this course and have located a qualified adjunct who would be able to do so. Until recently, this course had not been offered in several years and it is not a required course in the degree program. Faculty would like to see the addition of other forms of activities and assessments for this CLO and others, rather than heavy reliance on research papers, which students in this program tend to struggle with more than other projects.