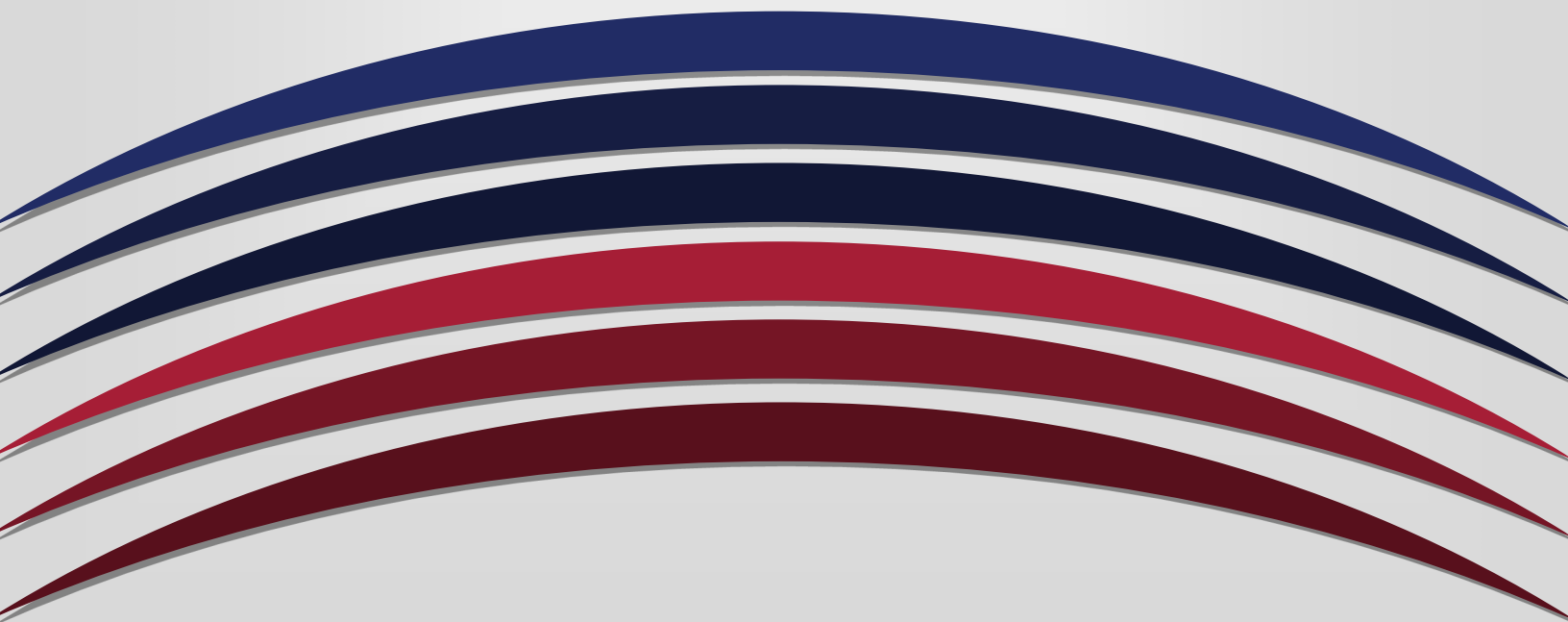




UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report
Course: ECTC 2603 – Practicum
Academic Year: 2021-2022

**Due to Chair/Program Director and Faculty Assessment Chair by
September 1**



1. Name of course: ECTC 2603 - Practicum
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. Apply new knowledge regarding how children grow and learn in a childcare setting designed for children birth through Pre-kindergarten, including children with special needs (NAEYC 1a, 1b, 4c, 4d, SS4)
2. Demonstrate knowledge of developmentally appropriate practices for children birth through Pre-kindergarten, including children with special needs (NAEYC 1a, 1b, 1c, 4b, SS 1, 3, 4)
3. Reflect using prior knowledge to link new ideas to familiar ones while working with children birth through Pre-kindergarten, including children with special needs (NAEYC 4b, 4c, 4d)
4. Demonstrate proficiency in working with diverse populations of students, families and community groups (NAEYC 2a, 2b, 2c, 4a)
5. Demonstrate knowledge of a variety of observational and authentic assessment options and their appropriate use with children birth through Pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c, 3d)
6. Evaluate the early childhood environment for children birth through Pre-kindergarten, including children with special needs developmental appropriateness (NAEYC 1a, 1b, 1c, 3a, 3b, 3c, 3d, 4b, 4d, 5a, 5b, 5c, 5e)
7. Use a variety of observation and assessment strategies with children birth through Pre-kindergarten, including children with special needs.(NAEYC 3a, 3b, 3c, 3d)
8. Connect ethical practices and standards and other professional guidelines to staff behaviors. (NAEYC 5a, 5b, 5c, 5e, 6d)
9. Integrate reflective and critical perspectives on early education practices. (NAEYC 6d)
10. Engage in informed advocacy for children and the profession. (NAEYC 6e)

2. Which CLOs were addressed for the academic year?

CLO 5 Demonstrate knowledge of a variety of observational and authentic assessment options and their appropriate use with children birth through Pre-kindergarten, including children with special needs.

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

CLO 5 will continue to be assessed. The particular grading rubric used for the associated assessment has been revised significantly and faculty want to see more data 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 directly to PLO 3, demonstrate competency in skills of observation of child's physical, cognitive, language, and affective development, and appropriate application of a variety of assessment tools.

CLO 5 connects to the following ILOs in the following ways:

ILO 2 – (Technology Literacy) Students apply a variety of assessment tools used within the discipline to acquire information regarding young children and communicate such information in summary of the child's development in a clear and coherent manner.

ILO 3 – (Communication) Students develop and organize their ideas gained from the observation experience and the implementation of a variety of development assessment tools, and communicate these results and ideas clearly in written format.

ILO 4 – (Critical Thinking) Students are able to use information and evidence gathered from observation assignments to justify conclusions made in observation reports and developmental summaries.

ILO 6 – (Cultural Awareness) Students demonstrate awareness of cultural differences through observation and analysis of different children in a variety of age groups and contexts, and to describe differences and similarities in developmental summaries.

ILO 7 – (Professionalism) Students demonstrate ethical and professional behaviors while conducting field work, using ethical standards while implementing child observation assessments, and interacting with parents and professionals at area schools.

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>This course is an upper-level field course which is currently offered once per year, in the Fall semester. Students are required to work in the field for 8 hours per week, during which they implement a variety of assessment tools in the preparation of a Child Case Study project. This project is graded using a comprehensive grading rubric linked to specific learning outcomes and all students who enroll in the course must complete the project in order to complete the course. The Child Case Study project also serves as a Key Assessment for purposes of reporting to the program's national accrediting body, NAEYC.</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>
<p>How do you define success for an individual student on the CLO assessment assignment or measure?</p>	<p><i>Student scores 70% on the grading rubric linked to the CLO</i></p>	
<p>How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?</p>	<p><i>70% of students in the course achieve success on the CLO assessment assignment or measure</i></p>	
<p>How many students completed the assessment, and how many were successful?</p>	<p>Fall <i>6 students assessed 6 successful (100% success rate)</i></p>	<p>Spring <i>Course not offered</i></p>

Academic Year Total (add the numbers from Fall and Spring)	6 students assessed 6 successful (100% 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?

For CLO 5, our goals were met for this learning objective, with a success rate of 100%. Faculty notes here that 9 students enrolled in the course, and two withdrew prior to completion. One student did not complete a Child Case Study and was not able to complete the course. Because no assessment was submitted, that student's zero grade is not reflected in the above data.

A more detailed review of the Rubric Statistics Report indicates that students appear to have had the most difficulty in writing the Social/Emotional development summary portion of the Child Case Study, with data showing that 33% of students show a proficiency level of "exceeded" on this item, 33% of students "met" the target proficiency, and 33% of students show "progression" towards proficiency but scored lower than the target. No students, however, scored in the "not met" category on this rubric.

This assessment serves as a Key Assessment for the program's national accreditation reporting. The project and the grading rubric have undergone significant revision during the past two years as a part of the program's self-study and re-accreditation process. Students are now required to pass the Key Assessment with at least a 70% in order to successfully complete the course itself.

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

Explain.

The grading rubric for this assessment has been revised significantly and is being submitted to the national accrediting body, NAEYC, for review this Fall. It will be implemented in this course Fall 2022 and faculty will report again on this data next academic year for comparison. Instructors will meet at the end of the fall semester to review results and data will be examined to identify trends and consider adjustments for the next academic year.