UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
Program Level
Education Department

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- **Program learning outcomes**
- **Procedures for assessing the achievement of student learning**
- **Procedures for analyzing and interpreting assessment results for the**

A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

Other Assessment Considerations:

- The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.
- All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10 of each year. (If October 10 falls on a weekend, please submit reports on the following Monday.)
- For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

Part A: Identification and Student Learning Outcomes

1. Name of program: *Associate of Science in Education*

2. Name of individual compiling report: *Rebecca Chism*

3. Date of submission: *February 15, 2021*

4. Academic year: *2019 - 2020*

5. Is the assessment plan (*Check or highlight one*)

☒ an initial plan for the program ☐ a revision of an old plan ☐ unaltered from previous year

6. Provide a mission statement of the program to include a description of the jobs/careers for which students are being prepared. Also, list the learning outcomes for your program.

The mission of the Associate of Science in Education program is to provide potential elementary and middle childhood educators with meaningful learning experiences that connect theory with real world application in order to help them make informed decisions on their education and career paths in preparation for entry into a four-year education program and a career in teaching.
The Associate of Science in Education is designed for students who are planning to transfer to a four-year institution to obtain a bachelor's degree in the field of teaching. The following schools accept this completed degree in its entirety: Henderson State University, Harding University, University of Central Arkansas, University of Arkansas at Little Rock, University of Arkansas Monticello.

Program Learning Outcomes:

1. Apply developmentally appropriate standards to their daily classroom practices and instructional practices.
2. Demonstrate ethical behavior and principles drawn from the NEAYC Code of Ethical Conduct.
3. Apply culturally competent practices with children, families, colleagues and the community.
4. Develop instructional lessons and materials to meet learning standards and child development theory and principles.
5. Apply developmental domains, developmental learning theory, learning theory, and technology, learning theory and instructional practices and educational activities.

7. Complete the curriculum map below. Please mark an X in the map below to indicate which courses correspond with learning outcomes. If applicable, you can also use I, D, or M to indicate that a learning outcome is introduced, developed to foster more sophistication, or demonstrated at a level of mastery acceptable for graduation within the program. Additional courses may be marked with an R to indicate reinforcement of a program learning outcome.

List all supporting courses	Program Learning Outcomes						
	PLO #1	**PLO #2**	**PLO #3**	**PLO #4**	**PLO #5**		
Introduction to Education	**X**		**X**		**X**		
Introduction to K-12 Technology	**X**			**X**			
Development and Learning Theories	**X**		**X**	**X**	**X**		
Children's Literature	**X**	**X**					
Math for Teachers I	**X**			**X**			
Math for Teachers II	**X**			**X**			
Public School Music	**X**			**X**	**X**		
Public School Art	**X**			**X**	**X**		

8. How does your assessment report connect to institutional learning outcomes?

To help with mapping your assessment data to the school's overall institutional outcomes, please check the boxes for the institutional outcomes directly associated with the assessment data presented in this report. For details on each outcome, see Appendix A.

☐ ILO #1 – Information Literacy

☒ ILO #2 – Technology Literacy

☐ILO #3 -- Communication

☒ILO #4 – Critical Thinking

☒ILO #5 – Quantitative Reasoning

☒ILO #6 – Global Awareness

☐ILO #7 – Professionalism

Part B: Assessment Methods and Data Sources

In this section of the assessment plan, learning outcomes for the program will be defined. Also, assessment methods and data sources for each outcome must be defined. Follow the instructions below to define and relate the program learning outcomes.

1. Complete the chart below or attach documentation of the assessment process that includes the data included below.

Program Learning Outcomes	Course	Assessment Method and/or Data Source
Develop instructional lessons and materials to meet learning standards and child development theory and principles.	**Introduction to K-12 Technology**	A lesson plan will be created using the Arkansas Curriculum Frameworks and student-created objectives written in the ABCD format. The lesson plan must effectively incorporate two different types of technology we have covered in the course. All work must be new and original, and solely created by the student. No other lesson plans, or portions of already existing lesson plans may be used.
Apply developmental domains, developmental learning theory, learning theory, and technology, learning theory and	**Introduction to Education.**	Upon completing all four observations, students will write a reflection. This is a required portion of their portfolio. The paper should discuss the visits at schools. The reflection will address different areas of the learning environment, discuss what

instructional practices and educational activities.		was observed and how it relates to what learned. It should be more than a statement of facts. Students opinions must be included as well, but these opinions need to be supported by educational theories, research, and best practices learned over the duration of the course.

2. Please check or highlight any of the statements below that apply to your program assessment. Also, for each program outcome, if applicable, attach any assessment instruments, grading rubrics, or exemplars of student performance used at the program level.

   ☐ Rubrics and/or standardized tests were pilot-tested and refined.

   ☒Rubrics were shared with students.

   ☐ Reviewers were calibrated with high inter-rater reliability or norming workshops.

   Rubrics attached.

3. Also discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).

   Introduction to K-12 Technology
   91% of the students completing the assessment scored 80% or above
   The high level of success is expected because this paper is turned in 3 times and edited before the final submission.

   Introduction to Education
   Average Score 90%
   Average scores were in the acceptable range. The high level of success is expected because this paper is turned in as a rough draft and edited before the final submission.

4. Describe the process of analyzing the assessment data, including specifically discussion of results and collaboration among faculty in the program, for the last academic year. Also, check below any of the following statements that apply to your program assessment.

Lead faculty along with full-time and part-time faculty compiled and analyzed data. The data is then reviewed comparing traditional, on-line, and hybrid formats. We compare our findings to previous semesters and make decisions for future semester.

☒Comparative data used when interpreting results and deciding on changes for improvements.

☐ National standards, collaboration with sister programs and/or research data were used to ensure the program was held to high standards.

5. Complete the chart below or attach documentation of the assessment results that includes the data included below. Results should include total number of students assessed, the distribution of scores, relevant and detailed interpretation, student strengths and weaknesses, and whether the target was met.

Program Learning Outcomes	Assessment Results/Conclusion
1. *Develop Instructional lesson.*	There were 21 traditional students assessed. There were 36 online students assessed. There were no hybrid students at that time. Traditional students 15 scored 70% or higher. Online students 27 scored 70% or higher. Average scores were in the acceptable range.
2. *Apply developmental domain*	There were 7 traditional students assessed. There were 23 online students assessed. There were no hybrid students at that time. Traditional students 6 scored 70% or higher. Online students 22 scored 70% or higher. Average scores were in the acceptable range.

6. Describe your use of results, including planned improvements to the program and/or any follow-up studies that confirmed that changes have improved student learning.
Faculty overseeing each assessment measure analyzes the assessment results, comparing them to prior semesters. If there are areas where the majority of the students do not meet the standards set, those areas are readdressed. By spending extra time in these areas, students have shown improvement in their assessment scores and success rates.

7. What specific changes were implemented this year based on last year's results?
Last year's data was analyzed and compared to the minimum standards set. Faculty spent extra time and utilized different learning activities in the areas that students didn't quite meet the minimum threshold (per the assessment standards).

8. What specific budgetary resources are needed for your program based on your assessment results?
None

9. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.
Because this is our transfer degree that covers many areas of education, we try to rotate what transfer classes will be assessing material each academic year. By doing this rotation, we are able to assess different subject matters that students are expected to be proficient in when they transfer to a four-year university.

Appendix A – UA-PTC's Institutional Learning Outcomes

1. Analyze information from credible sources. (Information Literacy)
This may include the ability to:

- Locate relevant information
- Evaluate the quality and usefulness of the information
- Synthesize the information.
- Communicate the information in an ethical manner consistent with the standards of the field or program of study.

2. Appropriately apply a variety of technology tools within one's discipline. (Technology Literacy)
This may include the ability to:

- Acquire information,
- Solve real-world problems,
- Communicate, and/or
- Perform tasks and processes.

3. Communicate effectively with diverse audiences in multiple contexts. (Communication)
This may include the ability to:

- Develop, organize, and present orally well-supported and ideas formally and informally with consideration of community and context.
- Develop, organize, and present in written format well-supported ideas formally and informally with consideration of community and context.
- Clearly express ideas, information, and concepts in various modes and media, including the proper use of appropriate technology.
- Select and utilize means of communication appropriate for a variety of professional, civic, and social circumstances, environments, and communities.
- Consider diverse communities in multiple contexts.

4. Apply critical thinking skills to achieve a desired goal. (Critical Thinking)
This may include the ability to:

- Apply appropriate methods to solve problems or address issues.
- Use evidence to justify conclusions.

5. Use quantitative methods to solve problems. (Quantitative Reasoning)
This may include the ability to:

- Analyze and interpret quantitative information.
- Apply quantitative concepts and skills to solve real world problems.

6. Demonstrate awareness of cultural differences. (Cultural Awareness)
This may include the ability to:

- Explain how similar actions can be understood differently depending on cultural context.
- Evaluate the impact of culture on individuals and groups.

7. Demonstrate career readiness skills. (Professionalism)
This may include the ability to:

- Demonstrate personal accountability.
- Meet commitments.
- Demonstrate ethical behavior.

- Demonstrate teamwork.