

Assessment of Student Learning Outcomes
 Family Studies and Human Services
 Early Childhood Education

**Template
 Degree Program
 Assessment of Student Learning Plan
 Kansas State University**

- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email () or attach a hard copy to this document.

A. College, Department, and Date

College: *College of Human Ecology*
 Department: *Family Studies and Human Services*
 Date: *Early Childhood Education*

B. Contact Person(s) for the Assessment Plans

Mary DeLuccie, Associate Professor
 Bronwyn Fees, Associate Professor

C. Degree Program

BS Early Childhood Education

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

- A. Understands how children grow and develop;
- B. Creates instructional opportunities that are equitable and are adapted to diverse learners that demonstrates knowledge of approaches to learning in children
- C. Demonstrate a high level of professional skills through application of standards of ethical conduct in the Code of Ethics and Professional Responsibility developed by the National Association for the Education of Young Children (NAEYC)

Special rationale for selecting these learning outcomes (optional):

The outcomes were selected because of their saliency across the early childhood education curriculum and serve as fundamental knowledge and performance indicators for professional educators as presented by the National Association for the Education of Young Children.

Relationship to K-State Student Learning Outcomes

Program SLOs	University-wide SLOs (Undergraduate Programs)					Program SLO is conceptually different from university SLOs
	Knowledge	Critical Thinking	Communication	Diversity	Academic / Professional Integrity	
1. <i>Understands how children grow and develop</i>	X					
2. <i>Creates instructional opportunities that are equitable and are adapted to diverse learners that demonstrates knowledge of approaches to learning in children</i>	X	X		X		
3. <i>Demonstrate a high level of professional skills through application of standards of ethical conduct in the Code of Ethics and Professional Responsibility developed by the National Association for the Education of Young Children (NAEYC)</i>	X				X	

Learning Outcome	Measures		Who will be assessed?	Timetable for Assessment	Baseline created	Improvement plan
	Direct	Indirect				
1. <i>Understands how children grow and develop</i>	<p>Exams (4) on developmental theory and process (FSHS 310);</p> <p>Individually, developmentally, and culturally appropriate learning experience plans for children (FSHS 545/546)</p> <p>Scores on Education of Young Children state licensure exam.</p>	<p>Self-assessment of performance during directed experiences (598);</p> <p>Senior survey at exit from the university;</p>	<p>All ECE students enrolled course</p> <p>Students in FSHS 598 /545/546</p> <p>All ECE graduates upon graduation and at time of application for teaching licensure (survey and standardized exams)</p>	<p>Fall/ 2005 Spring/Fall 2006 Spring/Fall 2007</p> <p>Rubric developed Fall/Spring 2005-06 for plans, profiles, and reflection;</p>	<p>3-year baseline created for all exams</p> <p>Pilot test rubrics 2006 and create a baseline 2007</p>	<p>Faculty will meet to review aggregate exam scores and to develop and assess rubrics to evaluate learning experience plans from practicum, and student developmental profiles from their capstone teaching experience. Adjustments will be made as warranted from the pilot testing. A baseline score for exams will be examined in the Fall 2007. Faculty will review to assess and synthesize the comments from the senior exit survey and licensure exams appropriate adjustments to the courses and the sequence of curriculum as warranted.</p>
2. <i>Creates instructional opportunities that are equitable and are adapted to diverse learners that demonstrates knowledge of approaches to learning in children</i>	<p>Written strategies for working with individual children on learning experiences in (FSHS 545/546);</p> <p>Documentation of adaptations for children on IEPs during directed experience (FSHS 598)</p> <p>Scores on the PLT and Education of Young Children licensure exams</p>	<p>Self-assessment of implementation of learning experiences (FSHS 454/546/598)</p> <p>Senior survey at exit from the university;</p>	<p>All students enrolled in courses: 540, 541, 545, 546, 598</p> <p>All ECE graduates upon graduation and at time of application for teaching licensure.</p>	<p>Fall/ 2005 Spring/Fall 2006 Spring/Fall 2007</p> <p>Rubric developed Fall/Spring 2005-06 for plans, profiles, and self-assessment</p>	<p>3-year baseline created for all exams</p> <p>Pilot test rubrics 2006 and create a baseline 2007</p>	<p>Faculty will meet to review aggregate exam scores and to develop and assess rubrics to evaluate learning experience plans from practicum, and student developmental profiles from their capstone teaching experience. Adjustments will be made as warranted from the pilot testing. A baseline score for exams will be examined in the Fall 2007. Faculty will review to assess and synthesize the comments from the senior exit survey and licensure exams appropriate adjustments to the courses and the sequence of curriculum as warranted.</p>
3. <i>Demonstrate a high level of professional skills through application of standards of ethical conduct in the Code of Ethics and Professional Responsibility developed by the National Assoc. for the Education of Young Children</i>	<p>Midterm and final evaluation of teaching performance during directed experience (FSHS 598);</p> <p>Case analysis using ethical code by NAEYC (FSHS 524; spring only course)</p>	<p>Self-assessment of ethical behavior during directed experience (FSHS 598)</p> <p>Senior survey at exit from the university;</p>	<p>All students in course FSHS 598</p> <p>All Early Childhood Education graduates upon graduation</p>	<p>Fall/ 2005 Spring/Fall 2006 Spring/Fall 2007</p> <p>Rubric developed Fall/Spring 2005-06 self-assessment and case studies</p>	<p>Pilot test rubrics 2006 and create a baseline 2007</p>	<p>Faculty will meet and review to assess the rubric assessing ethical behavior in the scenarios and scores. Student scores from ethical case studies will be examined and a baseline set. Senior survey results will be reviewed. Changes will be made to the curriculum as warranted by the scores on the case studies and directed experience evaluations to improve student learning.</p>