

MAR 23 2005

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

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- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email ([apr@ksu.edu](mailto:apr@ksu.edu)) 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 and possesses a high level of professional skills;
- B. Demonstrates that children differ in their approaches to learning and creates instructional opportunities that are equitable and are adapted to diverse learners;
- C. Demonstrate standards of ethical conduct which adhere to the Code of Ethics and Professional Responsibility developed by the National Association for the Education of Young Children

**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 and possesses a high level of professional skills;</i>	X					
2. <i>Demonstrates that children differ in their approaches to learning and creates instructional opportunities that are equitable and are adapted to diverse learners;</i>				X		
3. <i>Demonstrate standards of ethical conduct which adhere to the Code of Ethics and Professional Responsibility developed by the National Association for the Education of Young Children</i>					X	

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

Learning Outcome	Measures		Who will be assessed?	Timetable for Assessment	Baseline created	Improvement plan
	Direct	Indirect				
<i>Understands how children grow and develop and possesses a high level of professional skills;</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>
<i>Demonstrates that children differ in their approaches to learning and creates instructional opportunities that are equitable and are adapted to diverse learners;</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>
<i>Demonstrate standards of ethical conduct which adhere to the Code of Ethics and Professional Responsibility developed by the National Association 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;</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 designed to assess ethical behavior in the scenarios. 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>

Student Learning Outcomes for the master's degree in Early Childhood Education  
School of Family Studies and Human Services, Kansas State University

<b>SLO: Knowledge: Graduate students will understand young children's characteristics and needs, and of multiple interacting influences on children's development and learning.</b>							
	FSHS 728	FSHS 810	FSHS 883	FSHS 830	FSHS 850 or 852	FSHS 888	Master's exam
Demonstrate knowledge and analyze young children's developmental characteristics and needs;	B, c K	B, c K	c S	b, c, e K			XXX
Demonstrate knowledge of and analyze multiple influences on development and learning;		B, c K		b, c, e K	a, b, c, e K		XXX
Analyze of the goals, benefits, and appropriate uses of assessment.	B, c K		c S				XXX
Analyze the importance of each content area in young children's learning; essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.	B, c K	B, c K	c S	b, c, e K			
Demonstrate in-depth critical knowledge of the theory and research relevant to the application of professional role(s) and focus area(s)		B, c K	c S	b, c, e K	a, b, c, e K		XXX

Student Learning Outcomes for the master's degree in Early Childhood Education  
School of Family Studies and Human Services, Kansas State University

<b>SLO: Skills: Graduate students will demonstrate the ability to apply knowledge of child development, family, and pedagogy through critical thinking, inquiry, analysis, and communication to solve problems and to produce scholarly and creative works including designing curriculum, program planning and/or evaluation or original research.</b>							
	FSHS 728	FSHS 810	FSHS 883	FSHS 830	FSHS 850 or 852	FSHS 888	Masters exam
Use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals to positively influence children's development and learning.	B,c  S		c  S	b, e  K			XXX
Demonstrate positive relationships and supportive interactions as the foundation for their work with young children	B  S		c  S	a, b, c, e  K	a, b, c  K		
Apply a wide array of effective approaches, strategies, and tools to positively influence young children's development and learning	c  K		c  S	a, b, c, e  K			
Synthesize knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.			c  S	a, b, c, e  K			XXX
Demonstrate a high level of oral, written, and technological	B,c	B,c	c	b, c, e	b, c	a, b, c	

**Student Learning Outcomes for the master's degree in Early Childhood Education  
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communication skills with specialization for specific professional role(s) emphasized in the program (researcher, public policy, advocacy, teaching, directing)	S	S	S	K	K	K	
Demonstrate inquiry skills, showing the ability to investigate questions relevant to practice and professional goals including use of primary and secondary materials.	C S	B, c S	c S	b, c, e K	b, c K	a, b, c K	

Student Learning Outcomes for the master's degree in Early Childhood Education  
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<b>SLO: Attitudes: Graduate students will uphold professional responsibilities and standards (i.e., professional integrity, ethical behavior, ability to work with diverse groups of peoples) as identified in the NAEYC Code of Ethical Conduct.</b>							
	FSHS 728	FSHS 810	FSHS 883	FSHS 830	FSHS 850 or 852	FSHS 888	Masters exam
Uphold ethical standards and other professional guidelines	B S	B,c K	c S	b, c, e K	b, c K		XXX
Integrate knowledgeable, reflective, and critical perspectives on early education	B K		c S	b, c, e K			XXX
Respond to diversity of culture, language, and ethnicity	C K	B,c K	c S	b, c, e K	b, c, e K		
Demonstrate flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles	C S	B, c S	c S	b, c, e K	b, c K		
Reflective use of abilities and opportunities to think strategically, build consensus, advocate for change, and influence better outcomes for children, families, and the profession.			c S	b, c, e K	b, c, e K		XXX

a = written examinations

b = written assignments (including case studies)

c = in-class activities (including role playing, class discussion, and group activities)

d = out-of-class activities

e = presentations

K = knowledge assessment

S = skills assessment