

Kremen School of Education and Human Development

Literacy, Early, Bilingual and Special Education

Early Childhood Education Master's Program

Student Outcomes Assessment Plan (SOAP)

I. Mission Statement

The mission of the Early Childhood Education Program is to empower Early Childhood Education teacher leaders and Early Childhood Education program leaders to positively affect children's and families' lives and learning. To that end, the ECE advanced program aims to create leaders who are ethical, competent professionals who are current in the ECE field and are advocates for quality early childhood education.

II. Goals and Student Learning Outcomes

Goal 1: ECE graduates utilize theory, research, and ongoing assessment when making instructional decisions.

Outcome 1.1. Demonstrate knowledge, skills and dispositions that promote development and learning.

Outcome 1.2. Apply current ECE research to issues of practice.

Outcome 1.3. Utilize a variety of inquiry methods and the latest technology.

Goal 2: ECE graduates are caring and ethical teacher-leaders, guided by their knowledge of culturally and developmentally appropriate practices.

Outcome 2.1. Engage in reflection, documentation, self-assessment and life-long learning.

Goal 3: ECE graduates are leaders who address the needs of their culturally diverse learners respectfully and responsively.

Outcome 3.1. Integrate various perspectives to create quality early education for all children.

Outcome 3.2. Be responsive to ethnical, cultural and linguistic diversity.

Goal 4: Develop interprofessional skills necessary to become ECE leaders in both the educational community and in the community at large.

Outcome 4.1. Build strong relationships with families and communities.

Outcome 4.2. Advocate for children, families, and the profession.

III. Curriculum Map (Matrix of Courses X Learning Outcomes)

	SLO 1.1	SLO 1.2	SLO 1.3	SLO 2.1	SLO 3.1	SLO 3.2	SLO 4.1	SLO 4.2
LEE235	E	E	R	E	R	E	E	R
LEE241	M	M	R	M	E	R	E	M
LEE171	I	R	R	E	R	E	E	I
LEE232	E	E	R	M	E	E	R	R
LEE233	M	E	E	M	E	E	R	R
LEE271	R	E	R	M	M	M	E	E
ERE220	R	M	M	E	R	R	R	M
CI285	R	M	M	M	E	E	E	M
LEE298B/299 OR Comp Exam	M	M	M	M	M	M	M	M

IV. Assessment Methods

A. Direct Measures:

1. Assessment of Content Knowledge Summative Assessment: Final Project, Thesis, or Comprehensive Exam
2. Assessment of Content Knowledge: Portfolio Assessment
3. Assessment of Knowledge, Skills & Dispositions: Combined Charter School Assessment
4. Assessment of Knowledge, Skills & Dispositions: Leadership Activity Assessment
5. Assessment of Effects on Student Learning: Action Research Activity Assessment

6. Assessment of Knowledge, Skills & Dispositions: Professional Ethics Assessment
B. Indirect Measure(s):
1. Graduate and Employer Survey

V. Student Learning Outcomes X Assessment Methods Matrix								
	SLO 1.1	SLO 1.2	SLO 1.3	SLO 2.1	SLO 3.1	SLO 3.2	SLO 4.1	SLO 4.2
Assessment 1: Project, Thesis, Research Paper, Comprehensive Exam	X	X	X	X	X	X	X	X
Assessment 2: Portfolio	X	X	X	X				
Assessment 3: Combined Charter School			X		X		X	
Assessment 4: Leadership Activity	X			X			X	
Assessment 5: Action Research Activity		X		X		X		X
Assessment 6: Professional Ethics	X	X	X		X	X	X	X

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations
<p>The Early Childhood Education program has been fully implementing all six assessments annually since 2006 as called for in accreditation. Scoring of the assessments is done each semester by faculty in whose course the assessment is embedded. Program faculty meets annually to analyze the results of the assessments and to make data-driven plans for program improvements relative to the program objectives.</p>

VII. Process for Closing the Loop

Data are collected for each of the assessments and initially analyzed by the Program Coordinator. The data and written analysis for that academic year are presented to faculty at an Early Childhood Education program meeting in mid-May. At that meeting further analysis is done by the faculty; patterns and trends are identified. Based on the collective analysis of the data, an action plan is developed by the entire program faculty. The action plan may include major or minor adjustments of learning outcomes, course syllabi, assessment tools, and/or program design. A written report summarizing the Program's specific course of action, including timeline and responsible party, is submitted to the LEBSE Department Chairperson for inclusion in the department's Annual Report. The Action Plan is reviewed and revised the subsequent year based on the most up-to-date data available.