

Assurance of Student Learning 2019-2020	
College of Health and Human Services	Applied Human Sciences
Early Childhood Education Director Certificate (1739)	
Dr. D'Lee Babb	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.		
Student Learning Outcome 1: Students know and understand children's characteristics and needs from birth to age eight and can use developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.		
Instrument 1	Direct: FACS 335 Curriculum Project	
Instrument 2	Direct: FACS 336 Curriculum Project	
Instrument 3	Direct: FACS 191 Observation Assignment	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		<input checked="" type="radio"/> Met <input type="radio"/> Not Met
Student Learning Outcome 2: Students know and understand children's characteristics and needs from birth to age eight and can use developmental knowledge to create developmentally appropriate curriculum for young children and families.		
Instrument 1	Direct: FACS 299 Resource File	
Instrument 2	Direct: FACS 335 Curriculum Project	
Instrument 3	Direct: FACS 336 Curriculum Project	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		<input checked="" type="radio"/> Met <input type="radio"/> Not Met
Student Learning Outcome 3: Students can demonstrate an understanding of state and national regulations and laws pertaining to the education of young children, methods for supervising staff and their development, and financial management and marketing in the early childcare setting.		
Instrument 1	Direct: FACS 299 Resource File	
Instrument 2	Direct: FACS 335 or FACS 336 Curriculum Project	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		<input checked="" type="radio"/> Met <input type="radio"/> Not Met

Student Learning Outcome 4: Students demonstrate an understanding of the NAEYC Code of Ethics when working with children, families, and faculty.		
Instrument 1	Direct: FACS 299 Resource File	
Instrument 2	Indirect: FACS 191 Observation Assignment	
Instrument 3	Indirect: FACS 336 or FACS 335 Curriculum Project	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.		<input checked="" type="radio"/> Met
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)		
<p>2019-2020 was the first full year with students in this program. The program increased in total numbers and drew new students to WKU who were not already program-seeking students. Students were able to evaluate, implement and demonstrate in their assignments and projects their ability to implement ethical behaviors when working with children, families and faculty. This was demonstrated in their resource files, observation assignments and curriculum projects. Although all SLOs were met, changes for improvement are planned for 2020-2021. Related to SLO 1, faculty determined that for some students who demonstrated knowledge of child development there was a disconnect between knowledge of development and the application of this understanding to the development of classrooms and use of resources. A change planned for FACS 335 is providing an additional week of infant and toddler classroom design and preparation to the curriculum for Fall 2020. Related to SLO 2, faculty determined that some students who demonstrated knowledge of child development, there was a disconnect between knowledge of development and the application of this understanding to the development of classrooms and use of resources. In response, the faculty has adapted weekly assignments to strengthen the connection between child development and curriculum development.</p>		

Student Learning Outcome 1	
Student Learning Outcome	Students know and understand children’s characteristics and needs from birth to age eight and can use developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.
Measurement Instrument 1	Direct: Students in FACS 191 Child Development are required to observe infants, toddlers, and preschoolers. Upon completion of these fifteen hours of observation, students answer questions requiring the students to apply material from the class and textbook to what they observed. These responses are then measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”

Criteria for Student Success	Responses to questions posed in the assignment specifics for the final paper, address the physical, cognitive, language, and socio-emotional development of the children who were observed. Students achieve “meets expectations” or higher on the rubric for corresponding categories. In addition, responses are comprehensive in their scope, including illustrative and applicable examples from the child observations. See attached rubric.		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	81%
Methods	Data was collected in FACS 191 Fall 2019 (<i>n</i> =52) and Spring 2020 (<i>n</i> =42) from student responses to specific questions on the Observation Assignment. Students scoring in “meets expectations” and “exceeds expectations” were counted for this percentage. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Measurement Instrument 2	Direct: FACS 335 Curriculum Project. Students in FACS 335 completed a curriculum project for Infant and Toddler classrooms. One portion of this assignment requires student design a classroom set up. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	Classroom setup/arrangement section of the project introduction was comprised of toys/materials that are age appropriate, and included materials that create healthy, respectful, supportive, or challenging learning environments as studied throughout the semester. Details about rational supported developmentally appropriate methods. Rational for selection were supported with research. See attached rubric.		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	85%
Methods	Data was collected in FACS 335 (<i>n</i> =21) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Measurement Instrument 3	Direct: FACS 336 Curriculum Project. Students in FACS 336 completed a curriculum project for Pre-Kindergarten/Kindergarten classrooms. One portion of this assignment requires student design a classroom set up. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	Classroom set up/arrangement section of the project was made up of toys and materials that were age appropriate but also met an education component to learning as we discussed throughout the semester appropriate materials needed in learning interest areas. Students provided a rational and research to back up materials in the design of their classroom.		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	85%
Methods	Data was collected in FACS 336 (<i>n</i> =14) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			Met
			Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)		
Data was collected in FACS 191 Fall 2019 ($n=52$) and Spring 2020 ($n=42$), 336 Spring 2020 ($n=14$) and in FACS 335 Fall 2019 ($n=21$). Upon collection and analysis of data, faculty discussed student performance and possible rationale for student scores on measures. For some students who demonstrated knowledge of child development, there was a disconnect between knowledge of development and the application of this understanding to the development of classrooms and use of resources. Often times students in FACS 191 are exploratory students and therefore varying results are somewhat expected.		
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
FACS 335 is providing an additional week of infant and toddler classroom design and preparation to the curriculum for Fall 2020.		
Next Assessment Cycle Plan		
This outcome will be assessed again:		
<ul style="list-style-type: none"> • Fall 2020: <ul style="list-style-type: none"> ○ FACS 191 (all sections) ○ FACS 335 • Spring 2021 <ul style="list-style-type: none"> ○ FACS 191 (all sections) ○ FACS 336 		
Data will be collected using Key Assessments and Rubrics designed around this Student Learning Outcome and NAEYC Standards pertaining to SLO 1. The faculty member teaching the class will be responsible for collecting data. FACS 191 data will be collected by two different faculty members using the same rubric. Data will be compiled and analyzed by the program administrator.		

Student Learning Outcome 2			
Student Learning Outcome	Student Learning Outcome 2: Students know and understand children’s characteristics and needs from birth to age eight and can use developmental knowledge to create developmentally appropriate curriculum for young children and families.		
Measurement Instrument 1	Direct: FACS 299 Student Resource File. Students in FACS 299 complete a resource file which includes a family engagement section. Within this section, students develop methods for engaging families with preschools and community services. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	Prepared a summary of “talking points” for each of the three activity/learning center to use as a guide for talking with parents about the importance of these areas and why you have them in your setting AND included references and professional journal support for the information. 80% students achieve “meets expectations” or higher. See attached rubric.		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	80%

Methods	Data was collected in FACS 299 Fall 2019 ($n=16$) and Spring 2020 ($n=10$) from specific portions of the Student Resource File. Students scoring in “meets expectations” and “exceeds expectations” were counted for this percentage. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Measurement Instrument 2	Direct: FACS 335 Curriculum Project Curriculum Project. Students in FACS 335 completed a curriculum project for Infant and Toddler classes. One portion of this assignment required students to develop a method for engaging children’s parents in the classroom and methods for sharing unit plans with parents and encouraging parents to continue teaching children at home. Students were required to write activities for parents to complete with their children and include how these activities will benefit the children. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	Family involvement component included ways to involved children’s families in the classroom and at least two (2) activities to send home which fit assignment requirements AND included a well-supported rationale for the materials included. 80% students achieve “meets expectations” or higher See attached rubric.		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	88%
Methods	Data was collected in FACS 335 Fall 2019 ($n= 21$) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Measurement Instrument 3	Direct: FACS 336 Curriculum Project. Students in FACS 336 complete a curriculum project for Pre-Kindergarten and Kindergarten classes. One portion of this assignment requires students to develop a method for engaging children’s parents in the classroom and methods for sharing unit plans with parents and encouraging parents to continue teaching children at home. Students are required to write activities for parents to complete with their children and include how these activities benefit the children. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	Family involvement component included ways to involved children’s families in the classroom and at least two (2) activities to send home which fit assignment requirements AND included a well-supported rationale for the materials included. 80% students achieve “meets expectations” or higher See attached rubric.		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	80%
Methods	Data was collected in FACS 336 Spring 2020 ($n=14$) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<input checked="" type="radio"/> Met <input type="radio"/> Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Data was collected in FACS 299 Fall 2019 and Spring 2020, 336 Spring 2020 and in FACS 335 Fall 2019. Upon collection and analysis of data, faculty discussed student performance and possible rationale for student scores on measures. For some students who demonstrated knowledge of child development, there was a disconnect between knowledge of development and the application of this understanding to the development of classrooms and use of resources.			

<p>Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)</p> <p>Faculty teaching in FACS 335 has adapted weekly assignments to strengthen the connection between child development and curriculum development. This has been done for Fall 2020 by adding video observations and a curriculum analysis at local schools. Efficacy of these measures will be assessed at the close of the fall semester. If effective, the same measures will be implemented in FACS 336 in the spring semester. If not, they will be adjusted and implemented in spring 2021 in FACS 336.</p>
<p>Next Assessment Cycle Plan</p> <p>This outcome will be assessed again:</p> <ul style="list-style-type: none"> • Fall 2020: <ul style="list-style-type: none"> ○ FACS 335 • Spring 2021 <ul style="list-style-type: none"> ○ FACS 299 ○ FACS 336 <p>Data will be collected using Key Assessments and Rubrics designed around this Student Learning Outcome and NAEYC Standards pertaining to SLO 1. The faculty member teaching the class will be responsible for collecting data. Data will be compiled and analyzed by the program administrator.</p>

Student Learning Outcome 3			
Student Learning Outcome	Students can demonstrate an understanding of state and national regulations and laws pertaining to the education of young children, methods for supervising staff and their development, and financial management and marketing in the early childcare setting.		
Measurement Instrument 1	Direct: FACS 299 Student Resource File. Students in FACS 299 complete a resource file which includes a review of Kentucky regulations for early learning centers and developing a training plan for center staff aligning with Kentucky regulations. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	<p>Outlined strengths in early childhood education and areas in which to improve based on the KY Self-Assessment and develop a plan for professional development AND long-term goals in the field of early childhood education.</p> <p>Identified 3 KY regulations for centers. Summarized the regulations. Described how they would be made stricter and why that is important AND included resources for the supporting argument.</p> <p>Identified 3 KY regulations for centers. Summarized the regulations. Described how they would be made stricter and why that is important AND included resources for the supporting argument.</p> <p>80% students achieve “meets expectations” or higher</p> <p>See attached rubric.</p>		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	80%

Methods	Data was collected in FACS 299 Fall 2019 (<i>n</i> =16) and Spring 2020 (<i>n</i> =10) from specific portions of the Student Resource File. Students scoring in “meets expectations” and “exceeds expectations” were counted for this percentage. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.			
Measurement Instrument 2	Direct: FACS 335 Curriculum Project. Students in FACS 335 completed a curriculum project for Infant and Toddler classes. One portion of this assignment requires students to find and evaluate curriculum and another requires students to write curriculum for infants and toddlers and then adapt and enhance that curriculum for other infants and toddlers in the classrooms where the students observed. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.” These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.			
Criteria for Student Success	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching infants and toddlers by including and supporting different teaching methods and plans used in the proposed classroom. The philosophy for technology is appropriate for an infant and toddler classroom and incorporates current guidelines and research plus the project introduction incorporates positive practices observed and integrates these. 80% students achieve “meets expectations” or higher Please see attached rubric.			
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	88%	
Methods	Data was collected in FACS 335 Fall 2019 (<i>n</i> =21) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.			
Measurement Instrument 3	Direct: FACS 336 Curriculum Project. Students in FACS 336 completed a curriculum project for Pre-K and Kindergarten classes. One portion of this assignment requires students to find and evaluate curriculum and another requires students to write curriculum for Pre-Kindergarten and Kindergarten and then adapt and enhance that curriculum for other Pre-Kindergarteners and Kindergartners in the classrooms where the students observed. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.” These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.			
Criteria for Student Success	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching preschool and pre-K children by including and supporting different teaching methods and plans used in the proposed classroom. The philosophy for technology is appropriate for a preschool and pre-K classroom and incorporates current guidelines and research plus the project introduction incorporates positive practices observed and integrates these. 80% students achieve “meets expectations” or higher Please see attached rubric.			
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	80%	
Methods	Data was collected in FACS 336 Spring 2020 (<i>n</i> =14) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)				

Data was collected in FACS 299 and FACS 336 Spring 2020 and in FACS 335 Fall 2020. Upon collection and analysis of data, reflections took place among faculty teaching these and the prerequisite classes about student performance. All student performance was acceptably above target.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Continuation of teaching methods as were provided in 2019-2020 will take place during the 2020-2021 school year. Faculty will adapt based upon individual student needs as they arise in 2020-2021 classes.

Next Assessment Cycle Plan

This outcome will be assessed again:

- Fall 2020:
 - FACS 335
- Spring 2021
 - FACS 299
 - FACS 336

Data will be collected using Key Assessments and Rubrics designed around this Student Learning Outcome and NAEYC Standards pertaining to SLO 1. The faculty member teaching the class will be responsible for collecting data. FACS 191 data will be collected by two different faculty members using the same rubric. Data will be compiled and analyzed by the program administrator.

Student Learning Outcome 4

Student Learning Outcome	Student Learning Outcome 4: Students demonstrate an understanding of the NAEYC Code of Ethics when working with children, families, and faculty.		
Measurement Instrument 1	Direct: FACS 299 Resource File. Students in FACS 299 complete a resource file which includes a review of Kentucky regulations for early learning centers and developing a training plan for center staff aligning with Kentucky regulations. Kentucky regulations align with the National Association for the Education of Young Children Code of Ethics. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	Identified 3 KY regulations for centers. Summarized the regulations. Described how they would be made stricter and why that is important AND included resources for the supporting argument. 80% students achieve “meets expectations” or higher See attached rubric.		
Program Success Target for this Measurement	80% achieved “meets expectations” or higher	Percent of Program Achieving Target	90%
Methods	Data was collected in FACS 299 Fall 2019 (<i>n</i> =16) and Spring 2020 (<i>n</i> =10) from specific portions of the Student Resource File. Students scoring in “meets expectations” and “exceeds expectations” were counted for this percentage. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Measurement Instrument 2	Indirect: FACS 191 Observation Assignment. Students in FACS 191 Child Development are required to observe infants, toddlers, and		

	preschoolers. These observations are required to align with ethical standards for observing and working with young children according to the ethical standards set in the NAEYC Code of Ethics Student procedures are measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	<p>Observation protocol as outlined in the assignment specifics was followed and documented</p> <ol style="list-style-type: none"> 1. 5 hours per child, @ least 2 observation visits, with no visit < 3hours. 2. Child observed in licensed childcare setting. 3. No information about the child’s identity included. 4. Observations completed and submitted in developmental order (infant, toddler, preschooler) <p>80% students achieve “meets expectations” or higher</p> <p>See attached rubric.</p>		
Program Success Target for this Measurement	80% achieved “meets expectations” or higher	Percent of Program Achieving Target	96%
Methods	Data was collected in FACS 191 Fall 2019 (n=52) and Spring 2020 (n=42). Students correctly observed young children, keeping confidentiality about the children and the teachers. Data was collected on record logs, transcripts, and journal entries. Centers where students observed completed the record logs and confirmed student observations.		
Measurement Instrument 3	Indirect: FACS 335 Curriculum Project. Students in FACS 335 completed a curriculum project for Infant and Toddler classes. One portion of this assignment requires students to observe and then teach in a childcare setting. This portion of the assignment must align with the NAEYC Code of Ethics. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	<p>Observation protocol as outlined in the assignment specifics was followed and documented</p> <ol style="list-style-type: none"> 1. Child observed in licensed childcare setting. 2. No information about the child’s identity included. 3. Videos and pictures did not include any identifying information about children. <p>80% students achieve “meets expectations” or higher.</p>		
Program Success Target for this Measurement	80% achieved “meets expectations” or higher	Percent of Program Achieving Target	100%
Methods	Data was collected in FACS 335 Fall 2019 (n=21) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input checked="" type="radio"/> Met <input type="radio"/> Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Data was collected in FACS 191 Fall 2019 and Spring 2020, FACS 299 Spring 2020, and in FACS 335 Fall 2019. Upon collection and analysis of data, reflections took place among faculty teaching these and the prerequisite classes about student performance. All student performance was acceptably above target.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Continuation of teaching methods as were provided in 2019-2020 will take place during the 2020-2021 school year. Faculty will adapt based upon individual student needs as they arise in 2020-2021 classes.			
Next Assessment Cycle Plan			

This outcome will be assessed again:

- Fall 2020:
 - FACS 191 (all sections)
 - FACS 335
- Spring 2021
 - FACS 191 (all sections)
 - FACS 299

Data will be collected using Key Assessments and Rubrics designed around this Student Learning Outcome and NAEYC Standards pertaining to SLO 1. The faculty member teaching the class will be responsible for collecting data. FACS 191 data will be collected by two different faculty members using the same rubric. Data will be compiled and analyzed by the program administrator.