

Assurance of Student Learning Reflection 2024-2025

<i>College of Health and Human Services</i>	<i>Department of Applied Human Sciences</i>
<i>Early Childhood Education Director Certificate (1739)</i>	
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Is this an online program? ☒ Yes ☐ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1	
Program Student Learning Outcome (PSLO)	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.
Evaluation	PSLO is still relevant and aligns with the state's requirements for students earning the Kentucky Early Childhood Director Credential and therefore should not be changed. The outcome is measurable. It does follow verbiage from Bloom's Taxonomy. It does require measurements to determine both knowledge acquired as well as applied.
Measurement Instruments	Yes, the measurement instruments are measuring the student outcome. The rubric does fit the PSLO measurement and has been approved by the National Association for the Education of Young Children (NAEYC), the governing body which accredits the baccalaureate degree in which this program is embedded.
Criteria & Targets	The criteria for success do not need to be changed. It is the equivalent of students earning a C or higher on the key assessment. While many of the students do meet the target it is a challenging one to obtain and is beyond adequate.
Results & Conclusion	Results: Scores for the first year of the review were not as high as expected for some students. Over the last three years, we, as a program, have adapted teaching methods and topics as we have reviewed student performance on the PLSOs. As we have done so, we have seen increased scores for students on the measurement instruments. Conclusions: Several changes were made as a part of the assessment cycles in the last three years 2021-2022: After reviewing the data for FACS 336 in Spring 2021, it was determined that the assignment instructions were unclear and did not align well with the rubric. Therefore, the instructions were edited to provide clearer directions for students and to better align with the rubric used to measure student performance. A discussion of Developmentally Appropriate Practices and Developmentally Inappropriate Practices was added to FACS 191 and FACS 193, the prerequisites for FACS 335 and FACS 336. This provided students with additional information about the application of child development in early learning environments.

	All of these classes had a low number of students from the ECE Director Certificate. When looking at data and making decisions based on it, it is best to have a higher number of participants before placing a great deal of meaning on percentages. In many cases, we use total class data to inform changes to curriculum and key assessments. 2022-2023: Clarifying expectations in the instructions and better aligning the rubric with the instructions assisted with student understanding of the assignments. A discussion of Developmentally Appropriate Practices and Developmentally Inappropriate Practices was added to FACS 191 and FACS 193, the prerequisites for FACS 335 and FACS 336. This provided students with additional information about the application of child development in early learning environments. 2023-2024: Students continued to respond well to the clarification of expectations in the key assessment assignment in FACS 193 and 335. Moving the Developmentally Appropriate Practices (DAP) unit to the first unit in FACS 193 allowed students the opportunity to practice applying DAP in weekly work throughout the semester. In previous semesters, data was collected in FACS 335 and 336 but not in FACS 193. We decided to add data collection to FACS 193 and remove it from FACS 336. This allows us to use the data collected in FACS 193 as formative data that informs teaching in FACS 335 and 336 and then to use data collected in FACS 335 as summative data for the candidates. The increased emphasis in FACS 191 on the “why for toy creation” was implemented in Fall 2023 and continued in Spring 2024. Results for that will be assessed in upcoming semesters as candidates take FACS 193 and 335. Data collection for these measures was moved to Qualtrics. This was well received by faculty and assisted in data collection. Results were shared with candidates using rubrics in Blackboard.
<u>Plans for Next Assessment Cycle:</u>	The current assessment measures align with the NAEYC’s Higher Education Accreditation Professional Standards and the Kentucky Cabinet for Health and Family Services: Division of Child Care requirements for the Kentucky Early Childhood Director Credential. The NAEYC Higher Education Accreditation Professional Standards have been updated. Therefore, the Child and Family Services (B.S.) and Early Childhood Director Certificate PSLOs and key assessments measuring these are under review and may be updated to align with the new requirements. It is also the desire of the teaching team to simplify the key assessments and streamline them to best measure student outcomes.

Program Student Learning Outcome 2	
Program Student Learning Outcome (PSLO)	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.
Evaluation	PSLO 2 continues to be relevant. Students can demonstrate an understanding of child characteristics but continue to work to develop the ability to apply this knowledge as they develop curriculum PSLO 2 is measurable. It uses verbiage from Bloom’s Taxonomy. While the requirement is to both know, understand, and use, these are not double or triple barreled. Students are asked to demonstrate knowledge through the application of this knowledge and understanding as they develop curriculum.
Measurement Instruments	Yes, the measurement instruments are measuring PSLO2. They were designed specifically to present students with the opportunity to apply knowledge about young children and develop activities for young children. This is a direct measure of PSLO.

	The rise in the use of AI may affect this measure. Methods are being explored to determine if AI can be built into the curriculum in order for students to learn to use it in a positive way as they are developing curriculum. This will allow faculty to work with technology rather than fight against new technology.
Criteria & Targets	Criteria for success does not need to be adjusted at this time. While students are reaching the target, they are working hard to do so.
Results & Conclusion	<u>Results:</u> Yes, results were as expected for this standard. It is difficult for students to learn to write individualized curriculum for young children. We have learned to experiment with methods for presenting the curriculum to fit the various learners. <u>Conclusions:</u> 2021-2022: Faculty in FACS 335 adapted the weekly assignments to provide additional examples for communicating with families and involving families in early care and education. Measures were taken in FACS 336 to strengthen the connection between child development and curriculum development. 2022-2023: Clarifying expectations in the instructions and better aligning the rubric with the instructions assisted with student understanding of the assignments. A session about Developmentally Appropriate Practices (DAP) and Developmentally Inappropriate Practices (DIP) was added to FACS 191 and an additional lecture explaining the outcomes of using DAP and DIP was added to FACS 193. This added exposure to these concepts and the ability to apply the concepts throughout the semester assisted with students learning. It also increased exposure to the concepts and feedback on implementing the concepts. In 2023-2024, the DAP /DIP unit in FACS 193 (the prerequisite for FACS 335 and 336) will be presented earlier in the semester. This will allow students to practice applying these concepts in early learning environments throughout the semester which will provide additional opportunities to practice the skills of developing appropriate and meaningful curriculum prior to completing the key assessment. In 2023-2024, measurement 3 in FACS 336 will be replaced by a measurement in FACS 335. Measurement 2 included two items on the rubric. This can muddle the data. By looking at each measure individually, we will be able to gain a better understanding of student performance and any gaps that might exist. A data review meeting is scheduled for August 2023 prior to the start of the semester in order to discuss application of the data collected and any changes that might need to take place. All data collection for these measurements is being moved to Qualtrics in an attempt to streamline the data collection process. 2023-2024: Clarifying expectations in the instructions and better aligning the rubric with the instructions assisted with student understanding of the assignments. A session about Developmentally Appropriate Practices (DAP) and Developmentally Inappropriate Practices (DIP) was added to FACS 191 and an additional lecture explaining the outcomes of using DAP and DIP was added to FACS 193. The study of DAP was moved to the first content unit in the semester allowing candidates more time to apply DAP in the creation of activities for young children. This added exposure to these concepts and the ability to apply the concepts throughout the semester assisted with students learning. It also increased exposure to the concepts and feedback on implementing the concepts. Candidates completed application activities in groups rather than individually for more application activities in FACS 193 this semester than in the past. This will be monitored in FACS 193 and FACS 335 outcomes to determine if candidate performance remains high for SLO 2.

	The measurement in FACS 336 was replaced by a measurement in FACS 335. This replacement was done because the measurement used in FACS 335 included two items on the rubric which possibly muddled the data. By looking at each measure individually, we were able to gain a better understanding of student performance and any gaps. All data collection for these measurements was moved to Qualtrics, which streamlined the data collection process. Faculty provided feedback to candidates using rubrics in Blackboard. A template for the FACS 193 and 335 key assessments will be provided starting in Fall 2024. This will decrease the likelihood that candidates will miss or neglect to provide the information required for measuring SLO 2. A data review meeting is scheduled for August 2024 prior to the start of the semester in order to discuss application of the data collected and any changes that might need to take place.
<u>Plans for Next Assessment Cycle:</u>	The current assessment measures align with the NAEYC's Higher Education Accreditation Professional Standards and the Kentucky Cabinet for Health and Family Services: Division of Child Care requirements for the Kentucky Early Childhood Director Credential. The NAEYC Higher Education Accreditation Professional Standards have been updated. Therefore, the Child and Family Services (B.S.) and Early Childhood Director Certificate PSLOs and key assessments measuring these are under review and may be updated to align with the new requirements. It is also the desire of the teaching team to simplify the key assessments and streamline them to best measure student outcomes.

Program Student Learning Outcome 3	
Program 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.
Evaluation	PSLO 3 is still relevant. It aligns with Kentucky requirements for directors of early learning centers. Students demonstrating an understanding of state and national law and regulations pertaining to the early child care setting is essential. The PSLO is measurable and is not double or triple barreled. Therefore, it does not need adjusting at this time.
Measurement Instruments	The measurement instruments selected to measure PSLO 3 are measuring the outcome. This is a direct measurement and is an appropriate artifact. The rise in the use of AI should not impact the validity of this measurement instrument. However, it may need to be adjusted depending on state and federal laws and what happens in 2025 regarding early care and education. This is being tracked by faculty and appropriate changes will be made if needed.
Criteria & Targets	Criteria for Success for this PSLO does not need to be changed at this time nor do the targets. The measure has been adjusted in recent years and reflects a challenging goal for students.
Results & Conclusion	<u>Results:</u> The results from the measurement instruments were not what was expected earlier in the assessment process. After much review by the teaching team, it was determined that changes needed to be made in both in classes as well as in the measurement instrument. These are made as outlined in the "Conclusions" section. <u>Conclusions:</u> 2021-2022: Continuation of teaching methods as were provided in 2021-2022 will take place during the 2022-2023 school year. Faculty will adapt based upon individual student needs as they arise in 2022-2023 classes.

	2022-2023: Clarifying expectations in the instructions and better aligning the rubric with the instructions assisted with student understanding of the assignments. A session about Developmentally Appropriate Practices (DAP) and Developmentally Inappropriate Practices (DIP) was added to FACS 191 and an additional lecture explaining the outcomes of using DAP and DIP was added to FACS 193. This added exposure to these concepts and the ability to apply the concepts throughout the semester assisted with students learning. It also increased exposure to the concepts and feedback on implementing the concepts. A study of the new Kentucky Early Learning State Standards was added to FACS 193 (a prerequisite course for FACS 335 and 336) requiring students to use the Kentucky Early Learning Standards in developing curriculum. This should allow students increased exposure to the standards and increase student performance. Plans for Next Assessment Cycle: In 2023-2024, this will be measured in FACS 193, 299, and 335. This will allow students to practice using state standards earlier in their academic career and should increase feedback, formative assessment, and student understanding resulting in increased scores. A data review meeting is scheduled for August 2023 prior to the start of the semester in order to discuss application of the data collected and any changes that might need to take place. All data collection for these measurements is being moved to Qualtrics in an attempt to streamline the data collection process. 2023-2024: During the semester, a weekly assignment was added to FACS 335 requiring candidates to practice selecting and using Kentucky Early Learning Standards in developing an activity. Candidates developed the activity for a child they observed via video. This allowed candidates the opportunity to practice this work prior to completing the work in the key assessment used for the ASL rather than simply reading and listening to a lecture about the concept. Additionally, Kentucky Early Learning Standards were added to FACS 193 (a prerequisite for FACS 335) so that candidates are receiving earlier exposure to the state standards. Increased exposure to state and national regulations took place with the introduction to the early care and education family piece that is now provided for early care and education centers in the Commonwealth of Kentucky. All data collection for these measurements was moved to Qualtrics, which streamlined the data collection process. Faculty provided feedback to candidates using rubrics in Blackboard. <u>Plans for Next Assessment Cycle:</u> A data review meeting is scheduled for August 2024 prior to the start of the semester in order to discuss application of the data collected and any changes that might need to take place. An activity is planned for FACS 193 where candidates are able to practice using the early care and education family piece in their weekly class work.
<u>Plans for Next Assessment Cycle:</u>	The current assessment measures align with the NAEYC's Higher Education Accreditation Professional Standards and the Kentucky Cabinet for Health and Family Services: Division of Child Care requirements for the Kentucky Early Childhood Director Credential. The NAEYC Higher Education Accreditation Professional Standards have been updated. Therefore, the Child and Family Services (B.S.) and Early Childhood Director Certificate PSLOs and key assessments measuring these are under review and may be updated to align with the new requirements.

	Additional changes may be necessary as state and federal laws are made regarding early care and education. Program faculty are monitoring this and will update accordingly. It is also the desire of the teaching team to simplify the key assessments and streamline them to best measure student outcomes.
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Program Student Learning Outcome 4	
Program Student Learning Outcome	Students demonstrate an understanding of the NAEYC Code of Ethics when working with children, families, and faculty.
Evaluation	While this learning outcome is still relevant, it has been determined that it is difficult to measure based on the current criteria for student success. Therefore, PSLO 4 will remain the same but one of the measurement instruments will change in the next cycle. PSLO 4 is measurable and is not double or triple barreled.
Measurement Instruments	The measurement instruments for PSLO 4 measured students' ability to conduct observations of young children in an ethical manner. However, this is not a true measure of the verbiage in PSLO 4 which states "when working with". Therefore, the measurement in FACS 335 will include an element of interaction with the children as students conduct an activity in an infant or toddler classroom.
Criteria & Targets	Criteria for Success does not need to be changed, nor do targets as one of the measurement instruments is changing in the next assessment cycle.
Results & Conclusion	<u>Results:</u> Most students did meet the target for PWLO 4. However, it has been determined that Measurement Instrument 4 needs to be adjusted in the upcoming year. <u>Conclusions:</u> 2021-2022: Continuation of teaching methods as were provided in 2021-2022 will take place during the 2022-2023 school year. Faculty will adapt based upon individual student needs as they arise in 2022-2023 classes. Students in FACS 335 should be able to return to the classroom and be able to teach their lesson to the children in fall 2023. 2022-2023: Students in FACS 335 were able to return to the infant and toddler classroom in fall 2022. This allowed students to practice implementing ethical conduct with young children and other teachers. All teacher reports about WKU students in the classroom were completed with glowing results. Students were able to observe and work with young children and were able to interact with and learn from teachers of young children. Plans for Next Assessment Cycle: In 2023-2024, the same measurements will be used to assess this Student Learning Outcome. A data review meeting is scheduled for August 2023 prior to the start of the semester in order to discuss application of the data collected and any changes that might need to take place.

	All data collection for these measurements is being moved to Qualtrics in an attempt to streamline the data collection process. 2023-2024: Candidates in FACS 335 were able to practice activities with children in the classroom. This allowed students to practice implementing ethical conduct with young children and other teachers. All teacher reports about WKU students in the classroom were completed with glowing results. Candidates in FACS 193 were given the opportunity to work with Dr. Babb in a research project where they conducted a physical development play intervention with young children. This allowed the candidates the opportunity to put into practice the Code of Ethics studied in FACS 299 and the elements of it that were taught in FACS 193. A dress code was added to the requirements for all field work. All data collection for these measurements was moved to Qualtrics, which streamlined the data collection process. Faculty provided feedback to candidates using rubrics in Blackboard. Plans for Next Assessment Cycle: A data review meeting is scheduled for August 2024 prior to the start of the semester in order to discuss application of the data collected and any changes that are needed.
<u>Plans for Next Assessment Cycle:</u>	The current assessment measures align with the NAEYC's Higher Education Accreditation Professional Standards and the Kentucky Cabinet for Health and Family Services: Division of Child Care requirements for the Kentucky Early Childhood Director Credential. The NAEYC Higher Education Accreditation Professional Standards have been updated. Therefore, the Child and Family Services (B.S.) and Early Childhood Director Certificate PSLOs and key assessments measuring these are under review and may be updated to align with the new requirements. It is also the desire of the teaching team to simplify the key assessments and streamline them to best measure student outcomes.