

Department of Curriculum and Instruction

Bachelor of Science (B.S) / Bachelor of Science in Education (B.S.Ed)

Early Childhood Education

ILLINOIS BOARD OF HIGHER EDUCATION

Assessment of Student Learning

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The following guidelines should inform the development of student learning assessment and program improvement:

- **Assessment plans and quality processes should be faculty, program, and campus-driven.**

*Information for this report has been developed by the early childhood faculty*

*members in Curriculum and Instruction as well as faculty members from Children's Literature, Music, Theater, Art and Mathematics. A close analysis of the program has been completed in preparation for the NCATE/ISBE visit in November of 2003. It has been campus driven because it was approved through the curricular process for implementation in 2000. This curricular process included approval by the Council for Teacher Education. The program is going through another curricular change which will not be extreme in content but will have a new look in terms of the Core approach and order of courses offered.*

- **Assessment plans and program approval and review process should build on existing activities, i.e. integrate and expand on existing assessment activities.**

*See attachment 3 . All assessment plans have been built on exiting activities from the Fall 2000 implementation. Some forms of assessment such as Performance Based Assessment activities (PBA) and Technology Passport have been added since the last early childhood program change for all teacher education candidates. They have been woven into the existing early childhood program and its assessment plans.*

- **Assessment activities should focus on the measurement and improvement of student learning outcomes, including multiple qualitative and quantitative assessments, as appropriate to the discipline.**

*See attachment 5 . These attachments are examples of multiple qualitative and quantitative assessments which are appropriate to the early childhood discipline.*

- **Assessment of mastery and quality should not be a one-time event, but rather, a continuing process that monitors and self-regulates the educational enterprise to ensure that quality is continually enhanced.**

[See attachment 3](#) [See attachment 4](#) [See attachment 5](#). The early childhood program is continually in an assessment mode. It is clear from this attachment that students are assessed in relation to their course work, performance based assessment, the gateway system of the teacher education program and the technology passport system. Students evaluate the faculty in the program on a course by course basis. This information is taken seriously for tenure and promotion for tenure track and tenure faculty and also for NTT faculty when considering the rehiring process. The department will be administering a short survey for feedback at the end of C&I 281 (Core I), C&I 282 (Core II), and C&I 283 (Core III) at the end of student teaching. [See attachment 6](#). This feedback will be considered for program improvement as well as for confirmation of good policies.

The Illinois Board of Higher Education staff, in cooperation with the Chief Academic Officers, identified the following elements as critical for assessment of student learning in all undergraduate and graduate programs:

1. A statement of program goals and intended student learning outcomes developed by each program's faculty that reflects the uniqueness of the program.
2. Systematic (at different points throughout the program, including end-of –program evaluation) assessment of student learning that uses multiple qualitative and quantitative measures and reflects the uniqueness of academic programs and disciplines (e.g. evaluation of capstone experiences, internships, portfolios, and other type of performance measures; performance on standardized, locally-developed, or professional licensure and certification exams).
3. Feedback gathered from key stakeholders – current students, alumni, and employers of graduates, graduate schools, etc. (e.g., surveys of student and alumni satisfaction; alumni satisfaction; alumni job placement information; employer satisfaction).

*The university will be collecting informational feedback from alumni in regard to job placement and satisfaction of the program. The department will collect information on satisfaction and constructive improvement from current students.*

4. Evidence of formal and effective feedback/improvement mechanism, i.e. that the program faculty are engaged in a regular assessment and review process, and that the assessment of student learning and stakeholder feedback are used to improve curriculum, instruction, and learning.

*Faculty members are engaged in a regular assessment process of students during the course work, clinical experience. This information is used to assess their performance in classes and their work with children out in the schools. It is also used to alert the faculty to areas of pedagogy that need attention in order to improve the program.*

5. Findings and recommendations for improvement are monitored by the institution for results at least yearly.

*At the end of each semester, the early childhood faculty will review their personal student evaluations. This information will not be shared with other faculty since this information is confidential. However, the chair of the department and the DFSC will review and recommend help for faculty who are struggling in their performance. Also at the end of each semester, the coordinator of each Core will collect and analyze the short Core questionnaire on student feedback. The coordinator of the Core will share this information with the program coordinator. In addition to this sharing, the coordinator of the Core will share the results individually with*

*each faculty member teaching in the Core which he/she coordinates. [See attachment 6](#) for end of Core evaluation. At the end of each school year, the program coordinator will share the summary of feedback with the chair of Curriculum and Instruction.*

6. Assessment and improvement results are submitted to the Illinois Board of Higher Education as part of an institution's normal schedule for reporting Program Review findings and recommendations, which are appended to the Institutional Results Report

*Early childhood will supply assessment and improvement results with the university in order for this information to be submitted to the Illinois Board of Higher Education as part of an institution's normal schedule for reporting program review findings and recommendations, as has been done in the past.*