Student Learning Outcomes (SLOs) Report for <u>Non-Accredited Programs</u>   (*updated 9/17/24*)

Program Type: **Non-Accredited Program**

Program Name: Early Childhood Education

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Submission Date: October 28, 2024

Review Cycle:
- <mark>**Even Year**</mark>
- Odd Year

<u>Review Round and Instructions</u>
- **Round A** (Associate Dean review)

- **Round B** (Associate Dean + VPAA review): Submit this cover sheet and the following:

All SLO reports are archived here: https://www.eiu.edu/assess/majorassessment.php
DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name: **Early Childhood Education**

Illinois Professional Teaching Standards = Student Learning Goals

1. **Standard 1 - Teaching Diverse Students** – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.
2. **Standard 2 - Content Area and Pedagogical Knowledge** – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.
3. **Standard 3 - Planning for Differentiated Instruction** – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.
4. **Standard 4 - Learning Environment** – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.
5. **Standard 5 - Instructional Delivery** – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.
6. **Standard 6 - Reading, Writing, and Oral Communication** – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.
7. **Standard 7 - Assessment** – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.
8. **Standard 8 - Collaborative Relationships** – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.
9. **Standard 9 - Professionalism, Leadership, and Advocacy** – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What **measures and instruments** are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework. **Scale:** ***1-2 = Does Not Meet Standard*** ***3 = Meets Standard*** ***4-5 = Exceeds Standard***	How are you using this info to improve student learning? What are you hoping to learn from your data? Include **target score(s) and results**, and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an **undergraduate learning goal (ULG)**: writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
1 - Teaching Diverse Students	Unit Plan (ELE 3250) Student Teaching Evaluation (STG 4001)	Unit Plan –Data available for Spring 2023 only (N=7): 100% exceeds standard.* Student Teaching Results Results for Fall 2022 (N=14): --100% exceeds standard Results for Spring 2023 (N=17) --100% meets or exceeds the standard Results for Fall 2023 (N=8) --100% meets or exceeds the standard Results for Spring 2024 (N=44) --100% meets or exceeds the standard	Critical Thinking
2 - Content Area and Pedagogical Knowledge	Unit Plan Student Teaching Evaluation	Unit Plan –Data available for Spring 2023 only (N=7): 100% exceeds standard.* Student Teaching Results Results for Fall 2022 (N=14): --100% exceeds standard Results for Spring 2023 (N=17) --100% meets or exceeds the standard Results for Fall 2023 (N=8)	Critical Thinking

		--100% meets or exceeds the standard Results for Spring 2024 (N=44) --100% meets or exceeds the standard	
3 - Planning for Differentiated Instruction	Unit Plan Student Teaching Evaluation	Unit Plan –Data available for Spring 2023 only (N=7): 100% exceeds standard.* Student Teaching Results Results for Fall 2022 (N=14): --100% exceeds standard Results for Spring 2023 (N=17) --100% meets or exceeds the standard Results for Fall 2023 (N=8) --100% meets or exceeds the standard Results for Spring 2024 (N=44) --100% meets or exceeds the standard	Writing & Critical Reading
4 - Learning Environment	Student Teaching Evaluation	Student Teaching Results Results for Fall 2022 (N=14): --100% exceeds standard Results for Spring 2023 (N=17) --100% meets or exceeds the standard Results for Fall 2023 (N=8) --100% meets or exceeds the standard Results for Spring 2024 (N=44) --100% meets or exceeds the standard	Responsible Citizenship
5 - Instructional Delivery	Unit Plan Student Teaching Evaluation	Unit Plan –Data available for Spring 2023 only (N=7): 100% exceeds standard.* Student Teaching Results Results for Fall 2022 (N=14): --100% exceeds standard Results for Spring 2023 (N=17) --100% meets or exceeds the standard Results for Fall 2023 (N=8) --98% meets or exceeds the standard**	Critical Thinking Speaking & Listening

		Results for Spring 2024 (N=44) --100% meets or exceeds the standard	
6 - Reading, Writing, and Oral Communication	Unit Plan Student Teaching Evaluation	Unit Plan –Data available for Spring 2023 only (N=7): 100% exceeds standard.* Student Teaching Results Results for Fall 2022 (N=14): --100% exceeds standard Results for Spring 2023 (N=17) --100% meets or exceeds the standard Results for Fall 2023 (N=8) --100% meets or exceeds the standard Results for Spring 2024 (N=44) --100% meets or exceeds the standard	Writing & Critical Reading Speaking & Listening
7 - Assessment	Unit Plan Student Teaching Evaluation	Unit Plan –Data available for Spring 2023 only (N=7): 100% exceeds standard.* Student Teaching Results Results for Fall 2022 (N=14): --100% exceeds standard Results for Spring 2023 (N=17) --100% meets or exceeds the standard Results for Fall 2023 (N=8) --100% meets or exceeds the standard Results for Spring 2024 (N=44) --98% meets or exceeds the standard**	Quantitative Reasoning
8 - Collaborative Relationships	Student Teaching Evaluation	Student Teaching Results Results for Fall 2022 (N=14): --100% exceeds standard Results for Spring 2023 (N=17) --100% meets or exceeds the standard Results for Fall 2023 (N=8) --100% meets or exceeds the standard	Responsible Citizenship

		Results for Spring 2024 (N=44) --98% meets or exceeds the standard**	
9 - Professionalism, Leadership, & Advocacy	Student Teaching Evaluation	Student Teaching Results Results for Fall 2022 (N=14): --100% exceeds standard Results for Spring 2023 (N=17) --100% meets or exceeds the standard Results for Fall 2023 (N=8) --100% meets or exceeds the standard Results for Spring 2024 (N=44) --98% meets or exceeds the standard**	Responsible Citizenship
*Unit Plan Comment: One indicator in the ECE Unit Plan data seems to be an outlier, in which all 7 candidates scored a zero (0) on efficient and ethical use of learning and computer technologies (related to SLO 2, 3, 5, 9). **Student Teaching Comment: One candidate did not meet for standards 5, 7, 8, & 9.			

PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

     I am not aware of curricular actions approved over the past two years as a result of reflection on student outcome data. However, TLF's Curriculum Committee was likely involved in discussions about the ECE curriculum with the faculty who teach in this program. For the future, the recommendation is to rethink the current assessment process and plan curriculum review that can be enacted at regular intervals. I also know that past discussions about convening an Assessment Committee were tabled. Consequently, in August 2024, TLF revisited this and voted to combine Curriculum and Assessment and renamed the original Curriclum Committee to the Curriculum & Assessment Committee.

B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

     These data seem to indicate that Early Childhood Education candidates are highly successful in their coursework. However, there is a disconnect with licensure exam scores. For example, in the Fall of 2022, there were 16 of 21 candidates who failed the licensure exam. This could be residual impact of COVID; however, as of Spring 2024, there were 16 unsuccessful attempts 28 to pass the licensure exam out of 28 total attempts that semester (some of these attempts were from the same candidate).

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
Record of a formal annual review of data or minutes to meetings that focused on reviewing data was not located from the 2022-2024 academic years. However, there was a Curriculum Committee, but many of its members retired from the university after the Spring 2024 semester.	TLF Department	In August 2024, a new Curriculum Committee was constituted.
In August 2024 semester, TLF met to discuss adding Assessment to the Curriclum Committee. Initially, there was already a Curriculum Committee, and there had been discussion of forming a separate Assessment Committee. However, it was decided to combine this work into one committee.	TLF Department	The Curriculum and Assessment Committee was established and members + a chair were selected. Moving forward, the Curriculum & Assessment Committee will work with the new department chair to revamp the assessment process for TLF.

Dean Review and Feedback   The Early Childhood program is housed in the Department of Teaching, Learning, and Foundations. In recent years, the state of Illinois has pushed educator preparation programs to produce more early childhood educators making EIU's Early Childhood program a desirable licensure program. The assessment system is derived from EIU's EPP assessments (assessments taken by all candidates), but the data reported is based on candidates in the Early Childhood program. Each assessment is aligned to the Illinois Professional Teaching Standards which serves as the student learning outcomes. Additionally, the assessments are aligned to EIU's Undergraduate Student Learning Goals. Each of the assessments listed are appropriate to measuring the identified student learning outcomes and the undergraduate student learning goals. The disconnect between candidates' course performance and licensure exam performance is being addressed both at the state level and institution level. As the program moves forward, the focus should be on developing an assessment system grounded in program-specific assessments where data can be collected, analyzed, and used to inform programmatic change. Dr. Onuora and the faculty are commended for their efforts in addressing the need for a program assessment system that can drive curricular change.

Dean or designee   Dr. Christy Hooser, Associate Dean, College of Education   Date   11/04/2024

VPAA Office Review and Feedback (for "Round B" SLO report only)

VPAA or designee   Date