

**California State University, Fresno**

**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**

California State University, Fresno powers the New California through learning, scholarship, and engagement. The University faculty, staff, and administrators work together to: Make student success our first priority; Embrace a culture of diversity, internationalization, and inclusion; Advance our established distinction in liberal arts and sciences, professional programs, and community engagement; Produce transformative scholarly research and creative works that target regional issues with global significance; Exemplify the ethical stewardship of capital and human resources; and, Develop institutional, community, and intellectual leaders.

The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. This nationally accredited unit fosters the candidate dispositions of collaboration, valuing diversity, critical thinking, ethical judgments, reflection, and life-long learning. Our mission is realized through a framework of teaching, scholarship, and services that addresses regional, state, national, and international perspectives. Kremen's theme is *Leadership for Diverse Communities*.

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. Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO's [a,b,c]**

A. Institutional Learning Outcomes. Fresno State ILO's are posted on the following webpage:

<http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

1. Developing a foundational, board and integrative knowledge

2. Acquiring specialized knowledge
3. Improving intellectual skills
4. Applying knowledge
6. Exemplifying equity, ethics, and engagement

B. Program Learning Outcomes (Also known as Goals) and related SLO's

Program Learning Outcomes or GOALS are the specific knowledge and skills that the department/program will develop or strengthen in students. These PLO's or Goals may be broader than SLO's but must be measurable and each PLO must have at least one SLO to which is directly linked/aligned.

1. PLO: ECE graduates utilize theory, research, and ongoing assessment when making instructional decisions.
  - a. SLO 1.1 Demonstrate knowledge, skills and dispositions that promote development and learning.
  - b. SLO 1.2. Apply current ECE research to issues of practice.
  - c. SLO 1.3 Utilize a variety of inquiry methods and the latest technology.
2. PLO: ECE graduates are caring and ethical teacher-leaders, guided by their knowledge of culturally and developmentally appropriate practices.
  - a. SLO 2.1 Engage in reflection, documentation, self-assessment and lifelong learning of culturally and developmentally appropriate practices.
3. PLO: ECE graduates are leaders who address the needs of their culturally diverse learners respectfully and responsively.
  - a. SLO 3.1 Integrate various perspectives to create quality, inclusive early education programs for all children.
  - b. SLO 3.2 Be responsive and take leadership in promoting to ethnic, cultural and linguistic diversity.
4. PLO: Develop interprofessional skills necessary to become ECE leaders in both the educational community and in the community at large.
  - a. SLO 4.1. Build strong relationships with families and communities.
  - b. SLO 4.2. Advocate for children, families, and the profession.

**III. Curriculum Map [d]: Courses in which SLO's are addressed and evaluated**

	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	D	D	D	D	D	D	D	D
LEE241	M	M	D	M	D	D	D	M
LEE171	I	D	D	D	D	D	D	I
LEE232	D	D	D	M	D	D	D	D
LEE233	M	D	D	M	D	D	D	D

	SLO 1.1	SLO 1.2	SLO 1.3	SLO 2.1	SLO 3.1	SLO 3.2	SLO 4.1	SLO 4.2
LEE271	D	D	D	M	M	M	D	D
ERE220	D	M	M	D	D	D	D	M
CI285	D	M	M	M	D	D	D	M
LEE298B/299 OR Comp Exam	M	M	M	M	M	M	M	M

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

**I = Introduced      D = Developed      M=Mastered**

#### IV. SLO's Mapped to Assessment Measures and Methods [e]

Assessment Measure	Evaluation Method	SLO 1.1	SLO 1.2	SLO 1.3	SLO 2.1	SLO 3.1	SLO 3.2	SLO 4.1	SLO 4.2
LEE 298/9 Assessment 1: Project, Thesis, Research Paper, Comprehensive Exam	Rubric	x	x	x	x	x	x	x	x
LEE241 Assessment 2: Portfolio	Rubric	x	x	x	x				
LEE233 Assessment 3: Combined Charter School	Rubric			x		x		X	
LEE250 Assessment 4: Leadership Activity	Rubric	x			x			X	
CI285/LEE271 Assessment 5: Action Research Activity	Rubric		x		x		x		X
LEE171 Assessment 6: Professional Ethics	Rubric	x	x	x		x	x	x	x

#### V. Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

- A. Direct Measures (Department/Program must use a minimum of three different 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 Measures (Department/Program must use a minimum of one indirect measure) Graduate and [Employer Survey](#).

### VI. Assessment Schedule/Timeline [g]

The Early Childhood Education program has been fully implementing all six assessments annually. 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.

Academic Year	Measure	SLO	SLO	SLO	SLO	SLO	SLO	SLO	SLO
		1.1	1.2	1.3	2.1	3.1	3.2	4.1	4.2
2017-2020	LEE 298/9 Assessment 1: Project, Thesis, Research Paper, Comprehensive Exam	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	LEE241 Assessment 2: Portfolio	F/S	F/S	F/S	F/S				
	LEE233 Assessment 3: Combined Charter School			F		F		F	
	LEE250 Assessment 4: Leadership Activity	F			F			F	
	CI285 Assessment 5: Action Research Activity		F/S		F/S		F/S		F/S
	LEE171 Assessment 6: Professional Ethics	F	F	F		F	F	F	F
2020-2025	LEE 298/9 Assessment 1: Project, Thesis,	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S

Academic Year	Measure	SLO 1.1	SLO 1.2	SLO 1.3	SLO 2.1	SLO 3.1	SLO 3.2	SLO 4.1	SLO 4.2
	Research Paper, Comprehensive Exam								
	LEE241 Assessment 2: Portfolio	F/S	F/S	F/S	F/S				
	LEE233 Assessment 3: Combined Charter School			F		F		F	
	LEE250 Assessment 4: Leadership Activity	F			F			F	
	LEE271 Assessment 5: Action Research Activity		F/S		F/S		F/S		F/S
	LEE171 Assessment 6: Professional Ethics	F	F	F		F	F	F	F
	Employer Survey	S	S	S	S	S	S	S	S

## VII. Closing the Loop [h,j,k]

Fresno State Closing the Loop process is described immediately below.

**A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State.**

Program/Department Closing the Loop process: 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.

