

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Child Development and Family Studies B.A.
 College or Rural and Community Development
 September 2018

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: To provide high quality preparation for early childhood professionals who wish to advance their professional development within the field. GOAL STATEMENT: To be the most highly recognized Child Development and Family Studies cross-regionally delivered BA program that is valued as a high-quality educational program within the state of Alaska and beyond.	1. Communication: <ul style="list-style-type: none"> 1.a. Written: Students should be able to display effective written communication skills for use in the EC environment using standardized formatting of APA. 1.b. Oral: Students should be able to share information through oral presentation with supportive visuals; example of supportive visual could be a Powerpoint. 	Instrument: Writing Assessments Rubric: The writing rubric covers 6 components. Min. Standard: All students are expected to pass with a score of 70% higher. Instrument: Oral Presentations Rubric: The oral rubric covers 5 components. Min. Standard: All students are expected to pass with a score of 70% higher.	Writing Samples are collected from specific courses within the CDFS BA. These courses are ECE 445, ECE 304, ECE 306 and ECE 420. Oral Samples of completed rubrics used for grading are collected from one specific course within the CDFS BA; ECE 342. Data collected every semester these courses are offered and assessed annually by CDFS Faculty.
	2. National Standards Successful CDFS students will demonstrate the ability to apply knowledge, analyze, synthesize and evaluate in each of the following NAEYC initial licensure standards. There are six core standards. Each standard describes in a	An assortment of assessments will be used throughout the CDFS course work. Instrument: Field experiences “lab” Rubric: Rubrics to match all Field Experiences will be	Samples of all assessments will be collected each fall and spring semester from all delivered courses.

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	<p>few sentences what well-prepared teachers should know and be able to do. It is important to note, then, that the standard is not just that candidates know something “about” child development and learning – the expectations are more specific and complex than that.</p> <p>A seventh programmatic standard describes requirements for early childhood field experience and clinical practice.</p> <p>Standard 1: Promoting child development and learning. Students are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive and challenging for each child. (NAEYC.2010.p</p> <p>Standard 2: Building family and community relationships. Students understand that successful early childhood education depends on partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and</p>	<p>used consistently between all facilitators of field experiences.</p> <p>Min Standard: will be set at 70% or higher for all individuals meeting standards on these assignments.</p> <p>Instrument: Individual class assignment responses or class projects Rubric: Rubrics to match all assessed assignments will be used consistently between all facilitators of course work.</p> <p>Min Standard: will be set at 70% or higher for all individuals meeting standards on these assignments.</p> <p>Instrument: Student self - reflection; Rubric: Rubrics to match all course topics for reflection will be used consistently between all facilitators of course work.</p> <p>Min Standard: will be set at 70% or higher for all individuals meeting standards on these assignments.</p>	<p>Data will be assessed annually by CDFS Faculty.</p>
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	<p>to involve all families in their children's development and learning.</p> <p>Standard 3: Observing, documenting, and assessing. Students understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.</p> <p>Standard 4: Using developmentally effective approaches to connect with children and families. Students understand that teaching and learning with young children is a complex enterprise, and it's details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand and use a wide array of developmentally appropriate approaches, instructional</p> <p>Standard 5: Using content knowledge to build meaningful curriculum</p>	<p>Min Standard: per question; 80% average of students meet or exceed expectations.</p> <p>Instrument: Individual student portfolios developed from papers, projects, reflections, field experiences and Clinical study work in ECE 480. Standardized template will be used during academic year.</p> <p>Rubric: IP of being developed.</p> <p>Min Standard: Goal of 80% to meet or exceed expectations, as this will be aligned with the passing assessment of the CDFS BA program.</p> <p>Instrument: Shared observations of students involved in clinical practice ECE 473 developed through onsite video. This tool will be put into use during the spring 2019 academic semester. Rubric will be developed and put in use during spring 2019.</p> <p>Min Standard Goal of 80% to meet or exceed expectations, as this</p>	<p>Samples of ending program portfolios will be collected and assessed the semester that a student graduates. A committee of 3 people will be developed to assess student portfolios. The committees will be made up of; CDFS program head, 1 faculty person and one additional person chosen by the student. All people assessing portfolios will use the same rubric, results will be averaged.</p> <p>Samples of onsite videos will be collected and assessed each semester by course faculty. Videos will also be included within the program portfolio.</p>
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	<p>Students are prepared to use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students will understand the importance of developmental domains and academic (or content) disciplines in early childhood curricula. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for each child.</p> <p>Standard 6: Becoming a professional</p> <p>Students identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They</p>	<p>will be aligned with the passing capstone clinical practice.</p>	
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	<p>are informed advocates for sound educational practices and policies.</p> <p>Standard 7: Field or Clinical Practice</p> <p>Field experiences and clinical practice are planned so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – In at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 – 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).</p>		
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Sample Rubrics that are used throughout program are attached on next pages.