**Student Learning Outcome Assessment Report**
**BRKD - Birth through Kindergarten Teacher Licensure Program**

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2. **Department Mission**

The mission of the HDFS undergraduate program is to provide educational experiences that (1) provide students with accurate and evidence based knowledge of the bio-ecological context of human development, (2) develop students' appreciation for the diversity in the lived experiences of individuals and families, (3) give students the cognitive tools to critically evaluate theory and research in HDFS, (4) provide students with a cognitive framework to understand and affect positive change in the lives of individuals, families, and social systems, and (5) develop students' professional skills in regard to writing, making oral presentations, and evaluating social service programs and social contexts.

3. **Program Goals**

The purpose of the Birth through Kindergarten (BRKD) program is to ensure that educators are prepared to teach infants, toddlers, preschoolers, and kindergarteners with and without disabilities. The Birth through Kindergarten program will prepare educators to work in settings that serve young children, including public schools, early intervention programs, child care and education centers, and residential placement centers. The BRKD program will meet the need for a teacher licensure program that leads to Arkansas' Integrated Birth through Kindergarten/Special Education teacher license. Our program goals are aligned with the four InTASC categories:

*The Learner and Learning*
1. Understand how learners grow and develop in early childhood, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.

*Content Knowledge*
2. Understand the central concepts, tools of inquiry, and structures of early childhood education and create developmentally appropriate learning experiences that make the content accessible and meaningful for young children.

*Instruction*
3. Plan for, understand, and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*Professional Responsibility*
    4. Understand the ethical dilemmas of the field and engage in professional learning to reflect on the effects of his/her choices and actions on others (learners, families, other professionals, and the community).

## 4. Assessment Measures

**Student Learning Outcome 1:** Students will understand how learners grow and develop in early childhood, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.

A. Direct Measures: Scores on the PRAXIS content exam for the BRKD/SPED license (Interdisciplinary Early Childhood Education 5023), published by ETS, will be assessed using the Early Childhood Content Knowledge Rubric (ECCKR), developed by Birth – Kindergarten faculty. In this way, we will assess students' understanding of instruction, learning and development across the cognitive, linguistic, social, emotional, and physical domains for young learners with a range of abilities. Scores will be rated as 1 (unsatisfactory – 79% or lower, not passing) 2 (proficient – 80%-89% - passing), and 3 (distinguished – passing > 90%).

B. Acceptable and Ideal Targets: It is acceptable that 75% of all students and ideal that 85% or more of all students will score a "proficient" (2) or higher on the rubric for PRAXIS exam 5023.

C. Key Personnel: Laura Herold, BRKD program leader

D. Summary of Findings: This year, 100% of graduating students passed their PRAXIS 5023 exam (N=9). We will also note that 100% of students passed on their first attempt taking the exam. Thus, we met our ideal score, with 100% of students scoring a "proficient" of higher. Precise score ranges can be seen in the table below. Based on these results, 77% (7) of our graduating class rated as proficient (2), and 22% (2) rated as distinguished (3). Our program achieved an average student rating of 2.2.

| Score | Number of Students |
| --- | --- |
| 3: distinguished (90% or higher, passing) | 2 |
| 2: proficient (80%-89%, passing) | 7 |
| 1: unsatisfactory (79% or lower, not passing) | 0 |

**Student Learning Outcome 2:** Students will understand the central concepts, tools of inquiry, and structures of early childhood education and create developmentally appropriate learning experiences that make the content accessible and meaningful for young children.

A. Direct Measures: A lesson plan developed in HDFS 4213/4212L Math and Science for the Young Child/Lab and the associated evaluation/reflection will be scored using the Impact on Learning Pre-Post Assessment (ILPPA) rubric developed by the education program leaders at the University of Arkansas for the Office of Teacher Education. These documents will be rated across 7 items in 4 domains as ineffective (1) progressing (2) effective (3) and highly effective (4).

B. Acceptable and Ideal Targets: It is acceptable that 75% of all students and ideal that 85% or more of all students will score an average of "effective" (3) or higher on the ILPPA.

C. Key Personnel: Instructor of HDFS 42103/42102L

D. Summary of Findings:

To be assessed in 2026/2027.

**Student Learning Outcome 3:** Students will plan for, understand, and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

A. Direct Measures: Instruction based on a lesson plan developed for graduating seniors' internship placements will be assessed using the Arkansas Teacher Excellence Support System (TESS). This involves a pre-observation interview, an observation of the student's classroom instruction, and a post-observation conversation. Based on these conversations and observations, each student is scored by a trained evaluator using the TESS rubric, and rated on dimensions across four key domains as ineffective (1) progressing (2) effective (3) and highly effective (4).

B. Acceptable and Ideal Targets: It is acceptable that 75% of all students and ideal that 85% or more of all students will score an average of 2.5 or higher on the TESS.

C. Key Personnel: Instructor of HDFS 43703 and HDFS 43803

D. Summary of Findings: To be assessed in 2025/26

**Student Learning Outcome 4:** Students will understand the ethical dilemmas of the field and engage in professional learning to reflect on the effects of his/her choices and actions on others (learners, families, other professionals, and the community).

A. Direct Measures: The statement on diversity and inclusion and the teaching philosophy sections of the capstone teaching portfolio assignment for HDFS 43803 will be assessed using the Ethical Reasoning Competency Rubric (ERCR) published by the Association of American Colleges and Universities.

B. Acceptable and Ideal Targets: It is acceptable that 75% of all students and ideal that 85% or more of all students will score an average of 2.5 or higher on the assessment rubric.

C. Key Personnel: Instructor of HDFS 43803

D. Summary of Findings: Analysis of these sections of the capstone teaching portfolio using the ERCR Rubric University GELO 6.1 data was also collected this year. 100% scored proficient or higher (N=9). The mean score across students was 3.66.

| Score | Number of Students |
|---|---|
| 4: outstanding achievement | 6 |
| 3: good achievement | 3 |
| 2: average achievement | 0 |
| 1: poor achievement | 0 |
| 0: no achievement | 0 |

**Table 6**

*Schedule for Assessing BRKD Student Learning Outcomes*

| Student Learning Outcomes (SLO) | 2022/23 | 2023/24 | 2024/25 | 2025/26 | 2026/27 | 2027/28 |
|---|---|---|---|---|---|---|
| *SLO 1: Understand how learners grow and develop in early childhood, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.* | | | X | | | X |
| *SLO 2: Understand the central concepts, tools of inquiry, and structures of early childhood education and create developmentally appropriate learning experiences that make the content accessible and meaningful for young children.* | | X | | | X | |
| *SLO 3: Plan for, understand, and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.* | X | | | X | | |
| *SLO 4: Understand the ethical dilemmas of the field and engage in professional learning to reflect on the effects of his/her choices and actions on others (learners, families, other professionals, and the community).* | | | X | | | X |


**Supporting Attachments**
See TESS, ILPPA, ERCR, and ECCKR rubrics in "AFLS 2024 Assessment Reports" Box folder.

**GELO 6.1**
University GELO 6.1 data was also collected this year. 100% scored proficient or higher (N=9). The mean score across students was 3.66.

| Score | Number of Students |
|---|---|
| 4: outstanding achievement | 6 |
| 3: good achievement | 3 |
| 2: average achievement | 0 |
| 1: poor achievement | 0 |
| 0: no achievement | 0 |