

Assessment Plan

Degree: Bachelor of Science in Early Childhood Education

Division: Professional Studies

Department: Education

Please list the Program Learning Outcomes (PLOs) and align each with the appropriate Institutional Learning Outcome (ILO). Next, indicate the mastery course and assignment where direct evidence of student learning will be collected for your degree program and how the evidence will be evaluated.

Institutional Learning Outcome (ILO)	Program Learning Outcome (PLO)	Mastery Course(s)	Direct Evidence* of Student Learning	Assessment Tool/Criteria
ILO 1 – Apply the rigorous learning of biblical truth to real-life challenges.	PLO 1 – Glorify God by demonstrating pedagogical attributes, teaching active inquiry and collaboration in all subject areas to children with diverse backgrounds/ability levels.	PSEC 493 – Student Teaching (PK-3rd) PSED 350 – Professionalism in Education I	Student Teaching Summative MEES Assessment by college supervisor and cooperating teacher. Missouri Content Assessment (MOCA)	Rubric: MEES Student Teaching Evaluation Form Performance Target for MEES: 80% of all student teachers will score at least 24/36. Performance Target for MOCA: 80% of all education students taking the MOCA will score at least 120 on all subtests.
ILO 3 – Engage a diverse global society, evangelizing and ministering both in and through the local church.	PLO 2 – Generate Christian worldview and cultivate logical thinking processes and patterns of evaluation.	PSED 472 – Historical, Philosophical, and Ethical Aspects of Teaching “Exit Bible/Theology Knowledge Assessment”	Personal Philosophy of Education Essay “Exit Bible/Theology Knowledge Assessment”	Rubric: Personal Philosophy of Education Rubric Performance Target for Essay: 80% of all student teachers will score at least 24/36. Performance Target Bible Assessment: 80% of all education students will score 70% or higher.
ILO 2 – Nurture their relationship with God above all else to respond unequivocally to God's call on	PLO 3 – Serve their students, school, and the Lord through the balance of knowledge in content, teaching	PSEC 493 – Student Teaching (PK-3rd)	Student Teaching Summative MEES Assessment by college supervisor and cooperating teacher.	Rubric: MEES Student Teaching Evaluation Form Performance Target for MEES: 80% of all student teachers will score at least 24/36.

their lives	methodology, and biblical studies.	PSED 350 – Professionalism in Education I	Missouri Content Assessment (MOCA)	Performance Target for MOCA: 80% of all education students taking the MOCA will score at least 120 on all subtests.
ILO 1 – Apply the rigorous learning of biblical truth to real-life challenges.	PLO 4 – Prepare and organize effective instructional strategies that align with the assessment of students’ needs and progress.	PSEC 493 – Student Teaching (PK- 3rd)	Student Teaching Summative MEES Assessment by college supervisor and cooperating teacher.	Rubric: MEES Student Teaching Evaluation Form Performance Target for MEES: 80% of all student teachers will score at least 24/36.
ILO 1 – Apply the rigorous learning of biblical truth to real-life challenges.	PLO 5 – Model effective written/oral communication and technology/media techniques.	PSEC 493 – Student Teaching (PK- 3rd) PSED 430 – Professionalism in Education II	Student Teaching Showcase Portfolio Tasks	Rubric: Student Teaching Showcase Portfolio Rubric Performance Target for Portfolio: All education students must perform at or above 80% on their Showcase Portfolio.
ILO 3 – Engage a diverse global society, evangelizing and ministering both in and through the local church.	PLO 6 – Integrate Biblical principles into areas of academic life such as self- enhancement, the learning environment, and professional relationships.	PSEC 493 – Student Teaching (PK- 3rd)	Student Teaching Summative MEES Assessment by college supervisor and cooperating teacher.	Rubric: MEES Student Teaching Evaluation Form Performance Target for MEES: 80% of all student teachers will score at least 24/36.

* “Direct evidence of student learning is tangible, visible, self-explanatory, and compelling evidence of exactly what students have and have not learned.” Examples include but are not limited to: Written work, performances, presentations, exams, internships, capstones, portfolios of student work, licensure or certification exams, ratings of student skills by their field experience supervisor or employer. Suskie (2009).