

**Assurance of Student Learning
2018-2019**

College of Education and Behavioral Sciences

Interdisciplinary Early Childhood Education

Program Number: 526

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: *Students will apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities*

Instrument 1 **Direct:** Analysis Family Visits Project

Instrument 2 **Indirect:** IECE Professional Teaching Standards Self-Assessment

Instrument 3

Based on your results, circle or highlight your conclusion regarding the program's goal of meeting Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2: *Students will develop a thorough understanding of the assessment process and related laws and regulations that inform the identification and young children with delays and disabilities.*

Instrument 1 **Direct:** Assessment battery implementation, scoring and analysis

Instrument 2 **Indirect:** IECE Professional Teaching Standards Self-Assessment

Instrument 3

Based on your results, circle or highlight your conclusion regarding the program's goal of meeting Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: *Students will design, implement and reflect on quality standards-based instruction, formative and summative assessments*

Instrument 1 **Direct:** Analysis of Standards Based Unit and Components

Instrument 2 **Direct:** Student teaching or Practicum Portfolio

Instrument 3

Based on your results, circle or highlight your conclusion regarding the program's goal of meeting Student Learning Outcome 3.

Met

Not Met

Student Learning Outcome 4

Instrument 1

Instrument 2

Instrument 3

Based on your results, circle or highlight your conclusion regarding the program's goal of meeting Student Learning Outcome 4.

Met

Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Given the rates of success on the assessments of this learning outcome we will continue to teach as planned. As a part of continuous improvement, we will look for opportunities to ensure the courses provide the appropriate level of challenge for students.

Student Learning Outcome 1

Student Learning Outcome 1	Students will apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities		
Measurement Instrument 1	<p>DIRECT measures of student learning: Students worked directly with a target family to develop and implement an IFSP. Each student engages in 8 family visits and completes the following components:</p> <p>Visit 1 - Get acquainted, share biography, establish time line, discuss overall project Visits 2 - 5 - Complete the Family Focused Interview, Eco Map, Routines Based Interview and Developmental Descriptions. Prior to visit 6 you will complete the Family Resource Priorities and Concerns Report and consider outcomes for the IFSP. Visit 6 - Share the family, priorities, resources and concerns report and develop the IFSP with the family. Target 1 outcome to focus on during visit 7. Visit 7 - Implement activities with the family to model how to address the targeted outcome. Visit 8 - Share additional resources with family for ideas on how to incorporate intervention throughout daily routines. Conduct the Exit Conference and Develop a transition plan.</p> <p>The activities outlined above are reflective of responsibilities of a developmental interventionist, one of the roles IECE candidates are prepared to fill. Students were evaluated on demonstration of skills to accurately complete the tasks outlined above and quality of their interaction with the family and child.</p>		
Criteria for Student Success	3 of 4 on the rubric		
Program Success Target for this Measurement	85%	Percent of Program Achieving Target	100%
Methods	Direct: Artifacts from the family’s class were collected and evaluated by the instructor of record and reviewed by program area faculty.		
Measurement Instrument 2	Indirect: IECE Professional Teaching Standards Self-Assessment		
Criteria for Student Success	Candidates assess their level of performance on related IECE teacher standards by indicating a number between one (1) and four (4) in the blanks to the left of each indicator. The scale to be used is: (1) limited, (2) some, (3) adequate, and (4) extensive. The candidates complete the self-evaluation prior to and following implementation of the family visits project. Rating of 3 or higher.		
Program Success Target for this Measurement	85%	Percent of Program Achieving Target	90%
Methods	Indirect: Pre/Post self-evaluations were submitted and reviewed by instructor and program faculty.		
Measurement Instrument 3			

Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on the results above, circle or highlight your conclusion regarding the program's goal of meeting Student Learning Outcome 1.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Given the rates of success on the assessments of this learning outcome we will continue to teach as planned. As a part of continuous improvement, we will look for opportunities to ensure the courses provide the appropriate level of challenge for students.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
We will continue to monitor the results of the assessments annually when the program faculty review courses and student feedback.			

Student Learning Outcome 2

Student Learning Outcome 2	Students will develop a thorough understanding of the assessment process and related laws and regulations that inform the identification and young children with delays and disabilities.		
Measurement Instrument 1	Direct: Assessment battery implementation, scoring and analysis Each student will implement, score and interpret assessment results from a battery of assessments including a screener, diagnostic and educational assessment on an infant-toddler and a preschool aged child.		
Criteria for Student Success	3 of 4 on rubric		
Program Success Target for this Measurement	85%	Percent of Program Achieving Target	90%
Methods	Direct: Artifacts from the assessment class were collected and evaluated by the instructor of record and reviewed by program area faculty.		
Measurement Instrument 2	Indirect: IECE Professional Teaching Standards Self-Assessment		
Criteria for Student Success	Candidates assess their level of performance on related IECE teacher standards by indicating a number between one (1) and four (4) in the blanks to the left of each indicator. The scale to be used is: (1) limited, (2) some, (3) adequate, and (4) extensive. The candidates complete the self-evaluation prior to and following implementation of the family visits project. Rating of 3 or higher.		
Program Success Target for this Measurement	85%	Percent of Program Achieving Target	100%
Methods	Indirect: Pre/Post self-evaluations were submitted and reviewed by instructor and program faculty.		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on the results above, circle or highlight your conclusion regarding the program's goal of meeting Student Learning Outcome 2.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Given the rates of success on the assessments of this learning outcome we will continue to teach as planned. As a part of continuous improvement, we will look for opportunities to ensure the courses provide the appropriate level of challenge for students.			

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
 We will continue to monitor the results of the assessments annually when the program faculty review courses and student feedback.

Student Learning Outcome 3			
Student Learning Outcome	Students will design, implement and reflect on quality standards-based instruction, formative and summative assessments		
Measurement Instrument 1	Direct: Analysis of Standards Based Unit and Components Each student includes sources of evidence, documentation of a plan for instruction, the design of lessons, use of assessment and reflection.		
Criteria for Student Success	3 of 4 on rubric		
Program Success Target for this Measurement	85%	Percent of Program Achieving Target	90%
Methods	Direct: Artifacts were collected and evaluated by the instructor of record and reviewed by program area faculty.		
Measurement Instrument 2	Direct: Student teaching or Practicum Portfolio		
Criteria for Student Success	3 of 4 on rubric		
Program Success Target for this Measurement	85%	Percent of Program Achieving Target	100%
Methods	Direct: Artifacts were collected and evaluated by the instructor of record and reviewed by program area faculty.		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on the results above, circle or highlight your conclusion regarding the program's goal of meeting Student Learning Outcome 3.			Met
Not Met			
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Given the rates of success on the assessments of this learning outcome we will continue to teach as planned. As a part of continuous improvement, we will look for opportunities to ensure the courses provide the appropriate level of challenge for students.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			

We will continue to monitor the results of the assessments annually when the program faculty review courses and student feedback.