

**Assurance of Student Learning  
2018-2019**

College of Education and Behavioral Sciences

Interdisciplinary Early Childhood Education M.A.E 0436  
Interdisciplinary Early Childhood Education M.A.T. 0460

**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 completing the MAT in IECE at WKU will demonstrate analysis and synthesis of recommended practices and research in IECE through professional presentation.](#)

<b>Instrument 1</b>	<b>Direct: Program graduates' perception of their mastery of knowledge and skills for the performance criteria for the ten IECE Teacher Standards will be assessed via a pre/post, self-report, Likert survey. The survey will be administered upon enrollment in (pre) and completion of (post) the IECE, MAT program faculty.</b>
---------------------	---

**Instrument 2**

**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:** [Student 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.](#)

<b>Instrument 1</b>	<b>Direct: Assessment battery implementation, scoring and analysis</b>
---------------------	--

**Instrument 2**

**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:** [Student will design, implement and reflect on quality standards-based instruction, formative and summative assessments](#)

<b>Instrument 1</b>	<b>Direct: Analysis of Standards Based Unit and Components</b>
---------------------	--

<b>Instrument 2</b>	<b>Direct: Internship Portfolio</b>
---------------------	-------------------------------------

**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.)**

The Interdisciplinary Early Childhood Education program has deliberately reflected upon the current state of our programs in graduate education at WKU, we have set the following **goals**:

- Transform the IECE M.A.T. and M.A.E. program to be more streamlined, reduce redundant coursework and prepare highly qualified early childhood educators to meet the needs of children both with and without disabilities and their families.
- Provide high quality personnel preparation that is based on recommended practices and state and national personnel standards.
- Ensure that community programs have available well-prepared professionals in the field of early childhood and early childhood special education.
- Collaborate with community programs and partners.
- Prepare graduates to provide services for children and families from diverse backgrounds and with diverse needs.

**Community Engagement:** The Interdisciplinary Early Childhood Education program has worked with regional partners to plan the transformation of our programs.

In order to meet the outlined goals IECE program faculty will:

- Engage in critical analysis of all learning outcomes across program courses, alignment with standards and ascertain necessary changes.
- Revision the internship experience for students currently employed in a state funded preschool position.
- Transition the delivery of the program to online program delivery.
- Engage in conversations with key stakeholders internal and external to the University seeking feedback for necessary program revisions.

**Progress Report:** Interdisciplinary Early Childhood Education Program has engaged in analysis and **outlined** the following changes:

- Removal of PSY 645 and IECE 526 from the program.
- Alignment of Internship experience across 2 semesters while enrolled in Methods classes.
- Transition to online delivery underway with implementation date of fall 2020.
- Ongoing conversations with key stakeholders throughout the fall semester.

STE will meet these challenges and incorporate changes that reflect the *evolution and direction of the field/discipline*.

**Student Learning Outcome 1**

<b>Student Learning Outcome 1</b>	Students completing the MAT in IECE at WKU will demonstrate analysis and synthesis of recommended practices and research in IECE through professional presentation.		
<b>Measurement Instrument 1</b>	Direct: IECE Teacher Standards Survey		
<b>Criteria for Student Success</b>	Results will indicate a mean of 3.5 for 90% of the performance criteria on both knowledge and skills.		
<b>Program Success Target for this Measurement</b>	90%	<b>Percent of Program Achieving Target</b>	88%
<b>Methods</b>	Program graduates' perception of their mastery of knowledge and skills for the performance criteria for the ten IECE Teacher Standards will be assessed via a pre/post, self-report, Likert survey. The survey will be administered upon enrollment in (pre) and completion of (post) the IECE, MAT program faculty. Data collected will be analyzed by the IECE program faculty.		
<b>Measurement Instrument 2</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on the results above, circle or highlight your conclusion regarding the program's goal of meeting Student Learning Outcome 1.</b>			<b>Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

The majority of the IECE students reached criteria on both knowledge and skills mastery of the IECE teacher standards. Data will continue to be collected.

**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**

<b>Student Learning Outcome 2</b>	Student 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.		
<b>Measurement Instrument 1</b>	<b>Direct: Assessment battery implementation, scoring and analysis</b>  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.		
<b>Criteria for Student Success</b>	3 of 4 on rubric		
<b>Program Success Target for this Measurement</b>	85%	<b>Percent of Program Achieving Target</b>	95%
<b>Methods</b>	Direct: Artifacts from the assessment class were collected and evaluated by the instructor of record and reviewed by program area faculty.		
<b>Measurement Instrument 2</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on the results above, circle or highlight your conclusion regarding the program's goal of meeting Student Learning Outcome 2.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (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 insure the courses provide the appropriate level of challenge for students.			
<b>Follow-Up</b> (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**

<b>Student Learning Outcome</b>	Student will design, implement and reflect on quality standards-based instruction, formative and summative assessments		
<b>Measurement Instrument 1</b>	<b>Direct: Analysis of Standards Based Unit and Components</b> Each student includes sources of evidence, documentation of a plan for instruction, the design of lessons, use of assessment and reflection.		
<b>Criteria for Student Success</b>	3 of 4 on rubric		
<b>Program Success Target for this Measurement</b>	85%	<b>Percent of Program Achieving Target</b>	90%
<b>Methods</b>	Direct: Artifacts were collected and evaluated by the instructor of record and reviewed by program area faculty.		
<b>Measurement Instrument 2</b>	<b>Direct: Internship Portfolio</b>		
<b>Criteria for Student Success</b>	3 of 4 on rubric		
<b>Program Success Target for this Measurement</b>	85%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Direct: Artifacts were collected and evaluated by the instructor of record and reviewed by program area faculty.		
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on the results above, circle or highlight your conclusion regarding the program's goal of meeting Student Learning Outcome 3.</b>			
		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (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 insure the courses provide the appropriate level of challenge for students.			
<b>Follow-Up</b> (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.			

