

**Assurance of Student Learning  
2019-2020**

College of Education and Behavioral Sciences

Interdisciplinary Early Childhood Education M.A.E 0461  
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 and M.A.E in IECE at WKU will demonstrate mastery of the 10 IECE teacher standards through a professional portfolio.](#)

**Instrument 1** Portfolio scoring via rubric to address the 10 IECE teacher standards through professional practices

**Instrument 2** Portfolio scoring via rubric to address the 10 IECE teacher standards through content knowledge

**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**

**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](#)

**Instrument 1** Direct: Analysis of Standards Based Unit and Components. Scored via a rubric

**Instrument 2**

**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**

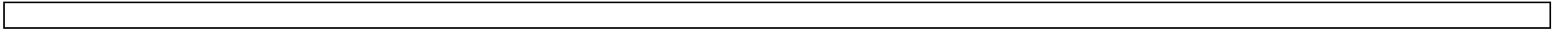
**Instrument 3**

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.)**



**Student Learning Outcome 1**

<b>Student Learning Outcome 1</b>	Students completing the MAT and M.A.E in IECE at WKU will demonstrate mastery of the 10 IECE teacher standards through a professional portfolio.																												
<b>Measurement Instrument 1</b>	IECE faculty members will review and score the 10 IECE teacher standards through examining professional practices within the portfolio using the scoring rubric for the project. 95% of the candidates will be successful.																												
<b>Criteria for Student Success</b>	Students excel in this project because they are able to identify and incorporate the 10 IECE standards through the examination of recommended practice. The criteria included to support the developing identification of needs are satisfactory, incomplete and fail.																												
<b>Program Success Target for this Measurement</b>	95% of students will score. An average of 2.5 out of 3 on the rubric and on no individual rubric dimension will the average score across all students be less than 2.0	<b>Percent of Program Achieving Target</b>		100% of graduate students scored 2.5 or higher on the IECE 524 Portfolio and on no dimension will the candidates average score be less than 2.5.																									
<b>Methods</b>	The portfolio is a component of the IECE 524 course, all of our program participants are required to complete this course and project. The number of students that completed for the 2019-2020 year were 5. 5 students successfully designed the professional portfolio.																												
	<table border="1"> <thead> <tr> <th></th> <th>Satisfactory (3= Acceptable Documentation)</th> <th>Incomplete (2= Incomplete Documentation)</th> <th>Fail (1= Did not Complete)</th> <th>Average Across Domain</th> <th>Total Students</th> </tr> </thead> <tbody> <tr> <td>Organization</td> <td>5</td> <td></td> <td></td> <td>3</td> <td>5</td> </tr> <tr> <td>Completeness</td> <td>5</td> <td></td> <td></td> <td>3</td> <td>5</td> </tr> <tr> <td>Writing Skills</td> <td>3</td> <td>2</td> <td></td> <td>2.6</td> <td>5</td> </tr> </tbody> </table>						Satisfactory (3= Acceptable Documentation)	Incomplete (2= Incomplete Documentation)	Fail (1= Did not Complete)	Average Across Domain	Total Students	Organization	5			3	5	Completeness	5			3	5	Writing Skills	3	2		2.6	5
	Satisfactory (3= Acceptable Documentation)	Incomplete (2= Incomplete Documentation)	Fail (1= Did not Complete)	Average Across Domain	Total Students																								
Organization	5			3	5																								
Completeness	5			3	5																								
Writing Skills	3	2		2.6	5																								
<b>Measurement Instrument 2</b>	IECE faculty members will review and score the 10 IECE teacher standards through examining content knowledge within the portfolio using the scoring rubric for the project. 95% of the candidates will be successful.																												
<b>Criteria for Student Success</b>	Students excel in this project because they are able to identify and incorporate the 10 IECE standards through the examination of recommended practice. The criteria included to support the developing identification of needs are satisfactory, incomplete and fail.																												
<b>Program Success Target for this Measurement</b>	95% of students will score. An average of 2.5 out of 3 on the rubric and on no individual rubric dimension will the average score across all students be less than 2.0	<b>Percent of Program Achieving Target</b>		100% of graduate students scored 2.5 or higher on the IECE 524 Portfolio and on no dimension will the																									

					candidates average score be less than 2.5.	
<b>Methods</b>	<p>The portfolio is a component of the IECE 524 course, all of our program participants are required to complete this course and project. The number of students that completed for the 2019-2020 year were 5. 5 students successfully designed the professional portfolio.</p>					
		<b>Satisfactory (3= Acceptable Documentation)</b>	<b>Incomplete (2= Incomplete Documentation)</b>	<b>Fail (1= Did not Complete)</b>	<b>Average Across Domain</b>	<b>Total Students</b>
	Confidentiality	5			3	5
	Recommended Practices	5			3	5
	Reflections	3	2		2.6	5
<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>Not Met</b>	
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)						
<div style="border: 1px solid black; padding: 5px;"> <p>The portfolio assignment and components were reviewed. The data show that our IECE candidates experience success with this project and the two areas that yielded the lowest scores were in the area of writing and reflection, indicating that faculty need to implement greater focus on these two components of the portfolio. To support this process, we will be providing greater assignment direction and explicit examples. This will be implemented in the summer 2020 section of IECE 524.</p> </div>						
<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.)						
Revisions will include the revision of the rubric utilized to assess the portfolio, moving from a 3-point scale to a 4-point scale and adding more descriptive language.						

**Student Learning Outcome 2**

<b>Student Learning Outcome 2</b>	Students will develop a thorough understanding of the assessment process and related laws and regulations that inform the identification of young children with delays and disabilities.																																	
<b>Measurement Instrument 1</b>	<p><b>Direct: Assessment battery implementation, scoring and analysis and evaluation report</b></p> <p>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 and write an evaluation report synthesizing assessment results and provides recommendations of next steps.</p>																																	
<b>Criteria for Student Success</b>	Students implement a variety of assessment instruments, score the assessments, interpret the results and present findings within a written report format including making appropriate recommendations and outlining next steps and recommendations. The criteria included to support the developing identification of needs are identify and incorporate the 10 IECE standards through the examination of recommended practice. The criteria included to support the developing identification of needs are standard exceeded, standard met, standard partially met and standard not met.																																	
<b>Program Success Target for this Measurement</b>	85% of students will score an average of 3 out of 4 on the rubric and on no individual rubric dimension will the average score across all students be less than 2.0	<b>Percent of Program Achieving Target</b>			100% of graduate students scored 3 or higher on the IECE 521 evaluation report and on no dimension will the candidates average score be less than 3.																													
<b>Methods</b>	This assessment report is developed based on the implementation and scoring of a battery of assessment instruments and is completed in the IECE 521 course, all of our program participants are required to complete this course and project. The number of students that completed for the 2019-2020 year were 9. 9 students successfully completed the assessment report.																																	
	<table border="1"> <thead> <tr> <th></th> <th>Standard Not Met (1= )</th> <th>Standard Partially Met (2= )</th> <th>Standard Met (3= )</th> <th>Standard Exceeded (4= )</th> <th>Average Across Domain</th> <th>Total Students</th> </tr> </thead> <tbody> <tr> <td>Implementation</td> <td></td> <td></td> <td>9</td> <td></td> <td>3</td> <td>9</td> </tr> <tr> <td>Interpretation</td> <td></td> <td>1</td> <td>8</td> <td></td> <td>2.88</td> <td>9</td> </tr> <tr> <td>Developing Appropriate Recommendations</td> <td></td> <td>2</td> <td>6</td> <td></td> <td>2.44</td> <td>9</td> </tr> </tbody> </table>							Standard Not Met (1= )	Standard Partially Met (2= )	Standard Met (3= )	Standard Exceeded (4= )	Average Across Domain	Total Students	Implementation			9		3	9	Interpretation		1	8		2.88	9	Developing Appropriate Recommendations		2	6		2.44	9
	Standard Not Met (1= )	Standard Partially Met (2= )	Standard Met (3= )	Standard Exceeded (4= )	Average Across Domain	Total Students																												
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<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.)			
The assessment implementation and report assignment and components were reviewed. The data show that our IECE candidates experience success with this project and the two areas that yielded the lowest scores were in the area of interpretation and developing appropriate recommendations, indicating that faculty need to implement greater focus on these two components of the project. To support this process, we will be providing greater assignment direction and explicit examples. This will be implemented in the summer 2021 section of IECE 521.			
<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.)			
Course materials will be revised to allow for more opportunity and experiences in interpreting assessment results and developing appropriate recommendations.			

<b>Student Learning Outcome 3</b>			
<b>Student Learning Outcome</b>	<b>Student will design, implement and reflect on quality standards-based instruction, formative and summative assessments</b>		
<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>	Students develop a standards-based unit including design of instruction, formative and summative assessments. The criteria included to support the developing identification of needs are identify and incorporate the 10 IECE standards through the examination of recommended practice. The criteria included to support the developing identification of needs are standard exceeded, standard met, standard partially met and standard not met		
<b>Program Success Target for this Measurement</b>	85% of students will score an average of 3 out of 4 on the rubric and on no individual rubric dimension will the average score across all students be less than 2.0	<b>Percent of Program Achieving Target</b>	100 % of graduate students scored 3 or higher on the IECE 523 standards-based unit and on no dimension will the candidates average score be less than 3.
<b>Methods</b>	The SBU is a component of the IECE 523 course, all of our program participants are required to complete this course and project. The number of students that completed for the 2019-2020 year were 5. 5 students successfully designed the SBU.		

	Standard Not Met (1= )	Standard Partially Met (2= )	Standard Met (3= )	Standard Exceeded (4= )	Average Across Domain	Total Students
Essential Questions developed & connected to a standard, benchmark, and developmental continuum identified			5		3	5
Essential question webbed with content areas or developmental domains and processes						
Activities and Learning Centers		1	4		2.8	5
Pre-assessment, formative assessment and culminating performance task and scoring guide (summative assessment)		2	3		2.6	5
<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 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.) The standards-based units and components were reviewed. The data show that our IECE candidates experience success with this project and the two areas that yielded the lowest scores were in the area of Activities/Learning Centers and Summative/Formative Assessment, indicating that faculty need to implement greater focus on these two components of the project. To support this process, we will be providing greater assignment direction and explicit examples. This will be implemented in the summer 2021 section of IECE 521.			
<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.)			
Course materials will be revised to allow for more opportunity and experiences in interpreting assessment results and developing appropriate recommendations.			