|  |  |
| --- | --- |
| **Assurance of Student Learning Report**  **2020-2021** | |
| *College of Education and Behavioral Sciences* | *School of Teacher Education* |
| *Interdisciplinary Early Childhood Education MAE 0461* | |
| *Replace this with the program director and/or assessment coordinator* | |

|  |  |  |  |
| --- | --- | --- | --- |
| ***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, check whether the program met the goal Student Learning Outcome 1.** | | **x** **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, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **x** **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, check whether the program met the goal Student Learning Outcome 3.** | | **x** **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
|  | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome 1** | | | | | | | |
| **Student Learning Outcome** | 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. | | | | | | |
| **Measurement Instrument 1** | 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. | | | | | | |
| **Criteria for Student Success** | 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 | | | | | | |
| **Program Success Target for this Measurement** | | | 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 | | **Percent of Program Achieving Target** |  | |
| **Methods** | 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 2020 - 2021 year were 7 students successfully designed the professional portfolio. | | | | | | |
| **Measurement Instrument 2** | 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 | | | | | | |
| **Criteria for Student Success** | 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. | | | | | | |
| **Program Success Target for this Measurement** | | 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 | | **Percent of Program Achieving Target** | |  | |
| **Methods** | 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 2020-2021 year were 7. students successfully designed the professional portfolio. | | | | | | |
| **Measurement Instrument 3** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | |
| Actions should be specific and preferably in past tense (e.g. try to avoid stating what you are “planning” to do). Examples of changes include: Content in one or more courses was modified (list specific course(s)); one or more new courses were created (list specific course(s)); changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| As we work hard to improve our assessment practices and make them more meaningful and effective, it’s important each program craft a plan for the following year’s assessment – this process assists in “closing the loop.” You made a plan for how you’ll improve achievement of the SLOs as part of the report (Actions/Closing the Loop), but you also need to explain, based on the current data, how you might shift your assessment practice the following year. For example, you may decide to work on the same learning outcome, but collect a more appropriate artifact. Or, you may need to shift to a different learning outcome because you’ve exceeded your target. Or, you might see the need to reconstruct your curriculum map. Or, you’ve found that the sequencing of classes might need to be adjusted. Whatever you plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. **All changes need not lead to quantitative results**. Feel free to use more qualitative indicators or observations as appropriate. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| When will this outcome be assessed again? It is perfectly fine to not assess every outcome every year; however, it is important to note *when* it will be assessed again.  Please include the year this outcome will be assessed again, when and what data/artifacts will be collected, what courses will be sampled, and who will be responsible for collecting and providing data and information. | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome 2** | | | | | | | |
| **Student Learning Outcome** | 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. | | | | | | |
| **Measurement Instrument 1** | 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. | | | | | | |
| **Criteria for Student Success** | 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. | | | | | | |
| **Program Success Target for this Measurement** | | | 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 | | **Percent of Program Achieving Target** |  | |
| **Methods** | 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 2020 - 2021 year were students successfully completed the assessment report | | | | | | |
| **Measurement Instrument 2** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Measurement Instrument 3** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal 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.) | | | | | | | |
|  | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
|  | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| When will this outcome be assessed again? It is perfectly fine to not assess every outcome every year; however, it is important to note *when* it will be assessed again.  Please include the year this outcome will be assessed again, when and what data/artifacts will be collected, what courses will be sampled, and who will be responsible for collecting and providing data and information. | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome 3** | | | | | | | |
| **Student Learning Outcome** | Student 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** | 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 | | | | | | |
| **Program Success Target for this Measurement** | | | 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 | | **Percent of Program Achieving Target** | 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. | |
| **Methods** | 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. | | | | | | |
| **Measurement Instrument 2** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Measurement Instrument 3** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | | | **x** **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | |
|  | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
|  | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
|  | | | | | | | |