

Assurance of Student Learning Reflection 2024-2025	
<i>College of Education and Behavioral Sciences</i>	<i>School of Teacher Education</i>
<i>Interdisciplinary Early Childhood Education 526</i>	
<i>Replace this with the program director and/or assessment coordinator</i>	
Is this an online program? ☐ Yes ☒ No-	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Students demonstrate proficiency in student teaching and clinical experiences
Evaluation	The program learning outcome is still relevant to current trends in the field and in the academic curricula. It has undergone changes to reflect current events in legislation and aligns with WKU program evaluation outcomes across other disciplines in the School of Teacher Education. A total of four student teaching evaluations and two disposition assessments are provided by the university supervisor on every student during their student teaching semester. Students also complete and submit their final CAEP Key Assessment 7 data during this semester.
Measurement Instruments	Student teacher evaluations, clinical dispositions, and CAEP Key Assessment 7 data are used to assess this learning outcome and are directly aligned to the outcome. These assessments use direct observation and permanent product/artifact of learning. The rise of AI will play a role in teacher proficiency as teacher-candidates learn effective, appropriate, and ethical use of the AI tools for their field. The rubrics are directly aligned to the program's purpose and objectives and are still relevant to assess students' proficiency.
Criteria & Targets	Criteria for Success includes 80% of students enrolled in student teaching will obtain a minimum proficiency average score of 3 on CAEP Key Assessment 7 AND an average score of 2.8 on student dispositions. Data will be aggregated by measure to reflect the percentage of students meeting the success targets (i.e., CAEP Key Assessment 7- 80% = 3; Dispositions- 82% = 2.8, 10% = 4)
Results & Conclusion	<u>Results:</u> Results from the previous three years were expected as there were changes in faculty overseeing the program assessment decisions. The most current measures reflect WKU STE program evaluation methods resulting in data from the last two years more closely aligned to expected outcomes for students' demonstration of proficiency. Students have continued to reach criterion levels of success and have grown to consistently demonstrate proficiency. <u>Conclusions:</u> The previous two years of data collection and analysis evaluated the program on separate dimensions of quality than year 1 (2021-22). These two years (2022-23, 2023-24) reflect current practices for the IECE undergraduate program. They align to departmental, CAEP, and SACCOC required data collection and analysis. Faculty changed to identify a primary IECE coordinator. Faculty teaching the IECE courses changed as well. During the preliminary coursework in the IECE undergraduate program, intensive instruction was added to provide explicit support to students on the CAEP Key Assessment 7 components, resulting in an increase in the number of students meeting or exceeding previous student learning outcome success targets.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	• The projected three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) will revise the previous Student Learning Outcome to <i>Students demonstrate proficiency in Student Teaching</i>. • Students will continue to be assessed using (a) Student Teacher Dispositions and (b) CAEP Key Assessment 7 data. This new cycle will add Student Teacher Evaluations as a third measure. • Criteria for student success and targets will be revised to require a 80% of students earn an average composite score of a 2.8 on <i>Student Teacher Dispositions</i> and a composite score of 3.0 on two of the three components of the <i>CAEP Key Assessment 7</i>. The third CAEP Key Assessment 7 component score must be no lower than 2.7. • Methods for data collection will be consistent with course required collection and submissions of student teacher dispositions (IECE 490) and CAEP Key Assessment 7 data (EDU 489). These data will be summative in nature and be evaluated upon completion of the student teaching semester. Dispositions ratings will be collected on 10 topic areas including: (a) teachable, (b) passion for teaching, (c) high expectations, (d) collaborative, (e) flexible, (f) caring, (g) perceptive, (h) integrity, (i) communication, and (j) professionalism. Scores will be based on the following scale: 1 = Minimal Effectiveness, 2 = Emerging, 3 = Accomplished. CAEP Key Assessment 7 will be comprised of three component areas: (a) Unit goals and assessment, (b) Design for instruction, (c) Analysis of student performance and reflection of teaching. Students' work will be rated based on the following scale: 1 = Insufficient, 2 = Developing, 3 = Proficient, 4 = Exemplary
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Program Student Learning Outcome 2	
Program Student Learning Outcome	Students demonstrate principles of learning and teaching
Evaluation	The last three assessment cycles show a change in SLO 2 during the second and third year of the cycle. The current SLO to <i>demonstrate principle les of learning and teaching</i> reflects current program practices. Students' ability to demonstrate principles of learning and teaching reflects current trends in departmental evaluation of other education programs and relevant trends in the field.
Measurement Instruments	PRAXIS 5023 Interdisciplinary Early Childhood Education assessment was used to evaluate students' ability to demonstrate this SLO. This assessment is directly aligned to the learning outcome making it the best instrument for evaluation. This is a direct measure of student performance based on state criteria for passing scores. Formerly, the CAEP Key Assessment 6 (a component of the CAEP Key Assessment 7) was used to evaluate students' ability to demonstrate competence in teaching and core principles. This was a redundancy in the evaluation of the program and will be modified for the future analysis cycle.
Criteria & Targets	Criteria for success on the PRAXIS IECE assessment was set to 95% of student scored 162 (state assigned pass rate). 100% of students in the past 3 cycle years met the pass rate on the PRAXIS IECE assessment. Criteria for success on the CAEP Key Assessment 6 (see previous explanation) was listed as an average composite score of 2.5 or above with no individual indicators below a score of 2. Targets were set to 90% of students meeting this goal with an outcome of 73% met in the last cycle year of data collection. The program did not meet the target set in this third cycle year. Criteria for success changed from year to year based on faculty focus of quality indicators and departmental focus of quality indicators and data analysis procedures.
Results & Conclusion	Results: Results for the successful pass rate of the PRAXIS were unsurprising based on the quality program being delivered to undergraduate students. Results for the CAEP Key Assessment 6 data were surprising at the end of the previous year, evoking a change in instructional practices by the IECE faculty to include explicit and direct instruction on each component, including Key Assessment 6, to

	support students' understanding and competency in these specific teaching and learning practices. These efforts increased student performance to 100% of students scoring a 3.0 or above on Key Assessment 6 (if data were reported for this cycle year). Conclusions: The evaluation of data from previous ASL cycle years evoked an effective change in teaching practices that resulted in students exceeding the minimum success targets. However, these data only assess students' ability to design instruction, not including the other aspects of the SLO. Including these data may reflect an inflated measure of success of the program. This measure will no longer be used for this SLO in preference to a more aligned measure through the state required PRAXIS assessment(s) for IECE licensure using the state required pass rates.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	• The projected three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) will maintain the current Student Learning Outcome of <i>Students demonstrate principles of learning and teaching</i>. • Students will continue to be assessed using the PRAXIS Interdisciplinary Early Childhood Education exam(s) data as required by the state for licensure. This new cycle will remove the CAEP Key Assessment 6 as a second measure. • Criteria for student success and targets for the PRAXIS exam will continue to align with the state-determined minimum passing score. Targeted success on the PRAXIS IECE assessment will remain at 95% of students scoring at or above this state-determined minimum score. • Methods for taking the PRAXIS IECE assessment will include the following: Teacher candidates complete the Interdisciplinary Early Childhood Education (IECE) PRAXIS test at an approved testing site. Proper identification is required, and stringent testing protocol is followed. This is a timed, computer-based standardized test. Not all questions are scored, as several are used for norming to develop future test questions. Scores are reported directly to WKU.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Student will identify, evaluate, and implement literacy practices in early childhood settings
Evaluation	The last three assessment cycles for SLO 3 varied in focus and evaluation. A review of this 3-year cycle indicates a strong need to re-examine the SLO for literacy practices in early childhood settings due to changes in state requirements for licensure. This outcome is measurable, single barreled, and uses verbs following Bloom's Taxonomy. However, to be aligned with new state legislation and licensure requirements, the SLO will be revised to <i>Students will demonstrate proficiency in literacy practices for young children</i> .
Measurement Instruments	During the second cycle year (2022-23), faculty measured SLO 3 using the early childhood literacy analysis project collected in an upper level IECE course. This project no longer exists due to a program change in the undergraduate clinical experiences, now called Clinical I that includes LTCY 320. New assessment requirements from the state will provide an aligned PRAXIS exam that will effectively and efficiently assess students' ability to demonstrate literacy strategies for young children. This is a direct measure of student performance.
Criteria & Targets	Previous Criteria for Success and Targets were set to 90% of students will demonstrate an average of 80% accuracy on the early childhood literacy analysis project. New Criteria for Success and Targets will be set to the state required pass rates for the PRAXIS Interdisciplinary Early Childhood Literacy assessment (Fall 2025).
Results & Conclusion	Results: Results were not analyzed consistently each year depending on the focus of the faculty conducting the program evaluation. Therefore, little to no expectations were determined. Conclusions: The program review over the last three cycle years indicated that program evaluation was dependent on the assessing faculty

	and the department focus for alignment across programs moving into the CAEP accreditation process and SACCOC auditing process. Consistent analysis of the program was evident in previous reports and each year reflected an effort to make data-based programmatic decisions to provide a high quality IECE program. As evidenced by the 100% pass rate of the PRAXIS IECE assessment, the program's efforts were successful. Continuation of data analysis and program revisions are necessary to sustain a high level of quality in higher education for our IECE students. As state legislation, departmental areas of focus, and trends in the field evolve, the SLOs will continue to reflect those changes in order to adequately evaluate student performance and course instruction.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	• The projected three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) will revise the current Student Learning Outcome to state, <i>Students will demonstrate proficiency in literacy practices for young children.</i> • Beginning with the 2025-26 assessment cycle, students will take the PRAXIS Teaching Reading exam. This first year will be a no-harm year with no minimum score set by the state. For the 2026-27 assessment cycle, a minimum required score will be set by the state, and the results from the PRAXIS Teaching Reading exam will serve as assessment data in regard to student success. • Criteria for student success for the PRAXIS Teaching Reading exam will align with the state-determined minimum passing score. Beginning with the 2026-27 assessment cycle, criteria and targets for student success on the PRAXIS Teaching Reading exam will require 75% of students scoring at or above this state-determined minimum score. • Methods for taking the PRAXIS Teaching Reading exam include the following: Teacher candidates complete the PRAXIS Teaching Reading test at an approved testing site. Proper identification is required, and stringent testing protocol is followed. This is a timed, computer-based standardized test. Not all questions are scored, as several are used for norming to develop future test questions. Scores are reported directly to WKU.

To add more outcomes, if needed, select the table above and copy & paste below.