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| **Assurance of Student Learning Report****2023-2024** |
| **Western Kentucky University** | **School of Teacher Education** |
| *Advanced Behavior Management Certificate 1736* |
| *Program Director: Dr. Susan Keesey, Facilitator: Dr. Trudy Little* |
| ***Is this an online program***?[x] 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 **Assessment Cycle)** |

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** |
| **Program Student Learning Outcome 1: Students will demonstrate an understanding of collection and analysis of behavior data.** |
| **Instrument 1** | **ABC Data Assignment (SPED 501) Key Assessment** |
| **Instrument 2** | **Direct Behavior Observation Assignment (SPED 503) Key Assessment** |
| **Instrument 3** | **N/A** |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | [x] **Met** | [ ] **Not Met** |
| **Program Student Learning Outcome 2: Students will demonstrate competence in identifying, defining, and assessing target behaviors for intervention.** |
| **Instrument 1** | **ABC Data Assignment (SPED 501) Key Assessment** |
| **Instrument 2** | **Direct Behavior Observation Assignment (SPED 503) Key Assessment** |
| **Instrument 3** | **N/A** |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | [ ] **Met** | [x] **Not Met** |
| **Program Student Learning Outcome 3: Students will demonstrate competence in the components of professional dispositions.** |
| **Instrument 1** | **Common Rubric for the Assessment of Candidate Dispositions in Advanced Preparation Programs – collected in SPED 501** |
| **Instrument 2** | **Common Rubric for the Assessment of Candidate Dispositions in Advanced Preparation Programs – collected in SPED 503** |
| **Instrument 3** | **N/A** |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | [x] **Met** | [ ] **Not Met** |
| **Assessment Cycle Plan:**  |
| Data are collected in the SPED 501 and SPED 503 courses through Key Assessments as the major assignments representing the Advanced Behavior Management certificate. SPED 501 is typically taught in Spring/Summer while SPED 503 is taught in the Spring. Dispositions are collected through a common rubric for MAT, MAE, and EDS programs/students. Our target course to collect professional dispositions is SPED 501. This program does not match program outcomes listed in CourseLeaf. The ABM certificate program was established prior to the implementation of program outcomes in CourseLeaf. The program will continue to be reviewed for alignment to program outcomes in CourseLeaf and other indicators of quality. |

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| **Program Student Learning Outcome 1** |
| **Program Student Learning Outcome**  | **Students will demonstrate an understanding of collection and analysis of behavior data.** |
| **Measurement Instrument 1**  | **NOTE: Each student learning outcome should have at least one direct measure of student learning. Indirect measures are not required.**The ABC Data Assignment requires students to observe video recordings of child behavior. Students practice antecedent-behavior-consequence (ABC) data collection. Students analyze ABC data to write operational definitions from video recorded data. **Please attach any/all rubrics used.** Indirect measures: N/A[ABC data assignment key.docx](https://docs.google.com/document/d/1JNS7efX5BI5nqSQPXIGhrmkZsgHrk-kr/view)– SPED 501 |
| **Criteria for Student Success** | *Criteria for Success* refers to a **narrative/explanation** of the level of performance students will have achieved for your program to have been successful (ex., *students will have earned 4/5 for documentation and citation on capstone essays*. **Describe** what outcomes or achievements should be reached for a student to have “succeeded” using the instrument above. The criteria for success assists in setting targets.**Narrative:** Students must demonstrate an understanding of data collection and analysis of behavior by viewing recorded behavior observation data and accurately record the antecedent, behavior, and consequence of child behavior. Students are graded using a 4 point rubric to evaluate their accuracy and accounting for the number of errors recorded on their data sheet. **Outcomes:** A score of 4 includes accurate, descriptive, and complete data for all 3 terms of the ABC data for 10 instances of child behavior. A score of 3 includes accurate, descriptive, and complete data for two of the 3 terms of the ABC data for 10 instances of child behavior. A score of 2 includes accurate, descriptive, and complete data for one of the 3 terms of the ABC data for 10 instances of child behavior. A score of 1 does not include accurate, descriptive, and complete data for any of the 3 terms of the ABC data for 10 instances of child behavior.  |
| **Program Success Target for this Measurement** | 80% of students receive a score of 3 or 4 on the rubric.  | **Percent of Program Achieving Target** | 92% of students (*n* = 23) scored a 3 or 480% of students (*n* = 20) scored 412% of students (*n* = 3) scored a 3 |
| **Methods**  | **Sample Sizes -** Sample sizes will include 100% of students enrolled in SPED 501. Assessments are collected during the first half of the course sequence. Data are qualitatively analyzed by the instructor and scored against a 4-point rubric |
| **Measurement Instrument 2** | The Direct Observation Assignment requires students to observe video recordings of student behavior during an independent writing assignment. Students practice data collection methods (i.e., frequency, interval). Students analyze data collected during observation and respond to reflection questions about their data. **Please attach any/all rubrics used.** Indirect measures: N/A [Direct Observation Assignment.docx](https://docs.google.com/document/d/18Kky_-LhPDmMiQDeUJXva-5zHRU_EuWu/view) –SPED 503 |
| **Criteria for Student Success** | *Criteria for Success* refers to a **narrative/explanation** of the level of performance students will have achieved for your program to have been successful (ex., *students will have earned 4/5 for documentation and citation on capstone essays*. **Describe** what outcomes or achievements should be reached for a student to have “succeeded” using the instrument above. The criteria for success assists in setting targets.**Narrative**: Students observed video recorded behavior data and recorded the instances of challenging behavior using a predetermined operational definition. Students were graded using a 4 point rubric across 7 items (i.e., frequency of behavior, % of intervals of behavior, benefits and drawbacks of frequency and interval recording) to evaluate accuracy and completeness of their data, and their understanding of data analysis using discussion questions. **Outcomes**: A score of 4 included complete and accurate data and discussion responses. A score of 3 included complete and correct data within +/- 2 and partial/incomplete discussion responses. A score of 2 included complete and correct data within +/- 3 and incorrect or unclear discussion responses. A score of 1 included incomplete or correct data above =/- 4 or more and incomplete, incorrect, or missing discussion responses. |
| **Program Success Target for this Measurement** | 80% of students receive a score of 3 or 4 on the rubric.  | **Percent of Program Achieving Target** | 81% of students (*n* = 13) scored 3 or 456% of students (*n* = 9) scored a 425% of students (*n* = 4) scored a 3 |
| **Methods** | Include descriptions of sampling and data collection processes, appropriate summary statistics, and number of students assessed (*N, n*). Note: **Sample Sizes -** Sample sizes will include 100% of students enrolled in SPED 503. Assessments are collected during the first half of the course sequence. Data are qualitatively analyzed by the instructor and scored against a 4-point rubric |
| **Measurement Instrument 3** | **N/A** |
| **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.** | [x] **Met** | [ ] **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: Results for this assessment cycle were expected. Explicit instruction is provided before implementing the assessment assignments. Students receive written and audio/video materials for instruction. An observation for this assessment cycle shows 4% of students did not demonstrate an understanding of data collection and analysis across the two measures for SLO 1. While this is within the limits of acceptable student learning outcomes, the lack of understanding by these students may be due to their specific learning styles. The instructor reactively scheduled (i.e., meetings were not pre-scheduled in the syllabus but based on student performance on assessments) optional 1:1 and whole group synchronous tutoring sessions through Zoom. However, few students (*n* = 3) accessed the sessions and only one of them demonstrated less than adequate understanding of data collection and analysis. **Conclusions**: Video lecture and written materials provided adequate instructional background for a minimum of 80% to receive a score of 3 or 4 on the rubric. For this assessment cycle, a new faculty facilitated the course using previously recorded material. However, content was delivered in the same format as previous classes (e.g., online weekly content modules, weekly assessment assignments, recorded video lecture(s), interactive discussion prompts, interactive journal articles through Perusall). Student success may be attributed to the consistency of content delivery and assessment alignment to the content. **Plans for Next Assessment Cycle**: In response to this assessment cycle data analysis, future interactions of instructional delivery in SPED 501 and SPED 503 will include at least one regularly scheduled synchronous meeting in the syllabus and course calendar to address students’ individual questions and clarify students’ areas of confusion. Providing at least one regularly scheduled synchronous meeting will still be optional for attendance but will provide students a way to plan their schedule in advance of poor performance on assignments.  |

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| **Program Student Learning Outcome 2** |
| **Program Student Learning Outcome**  | **Students will demonstrate competence in identifying, defining, and assessing target behaviors for intervention.** |
| **Measurement Instrument 1** | **NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.**The ABC Data Assignment requires students to analyze ABC data to write operational definitions using observable and measurable terms, including examples and non-examples of the target behavior from video recorded data. **Please attach any/all rubrics used.** Indirect measures: N/A[ABC data assignment key.docx](https://docs.google.com/document/d/1JNS7efX5BI5nqSQPXIGhrmkZsgHrk-kr/view)– SPED 501 |
| **Criteria for Student Success** | **Narrative:** Students must demonstrate an understanding of identifying, defining, and assessing target behaviors targeted for intervention by viewing recorded behavior observation data and write operational definitions that are observable, measurable, clear, concise, complete, and includes examples and nonexamples. Students are graded using a 4 point rubric to evaluate their accuracy and accounting for the completeness and accuracy of their operational definition. **Outcomes:** A score of 4 includes 7-8 of the following criteria: (a) three operational definitions that are: (a) observable, (b) measurable, (c) clear, (d) concise, (e) complete, (f) includes examples and (g) non-examples of observed child behavior. A score of 3 includes 5-6 of the following criteria: (a) three operational definitions that are: (a) observable, (b) measurable, (c) clear, (d) concise, (e) complete, (f) includes examples and (g) non-examples of observed child behavior. A score of 2 includes 3-4 of the following criteria: (a) three operational definitions that are: (a) observable, (b) measurable, (c) clear, (d) concise, (e) complete, (f) includes examples and (g) non-examples of observed child behavior. A score of 1 includes 0-2 of the following criteria: (a) three operational definitions that are: (a) observable, (b) measurable, (c) clear, (d) concise, (e) complete, (f) includes examples and (g) non-examples of observed child behavior.  |
| **Program Success Target for this Measurement** | 80% of students receive a score of 3 or 4 on the rubric.  | **Percent of Program Achieving Target** | 80% of students (*n* = 20) scored a 3 or 440% of students (*n* = 10) scored a 440% of students (*n* = 10) scored a 3 |
| **Methods**  | Include descriptions of sampling and data collection processes, appropriate summary statistics, and number of students assessed (*N, n*). Note: **Sample Sizes -** Sample sizes will include 100% of students enrolled in SPED 501. Assessments are collected during the first half of the course sequence. Data are qualitatively analyzed by the instructor and scored against a 4-point rubric |
| **Measurement Instrument 2** | The Direct Observation Assignments requires students to assess operationally defined behaviors using direct observation data collection methods (i.e., frequency, interval) to determine whether data collected supports targeting the observed behavior for intervention. **Please attach any/all rubrics used.** Indirect measures: N/A [Direct Observation Assignment.docx](https://docs.google.com/document/d/18Kky_-LhPDmMiQDeUJXva-5zHRU_EuWu/view) –SPED 503 |
| **Criteria for Student Success** | **Narrative**: Students observed video recorded behavior data and recorded the instances of challenging behavior using a predetermined operational definition. Students were graded using a 4 point rubric across 2 items (i.e., assessment of data to determine significance of target behavior, and understanding of data collection procedures for different target behaviors) to evaluate accuracy and completeness of their data, and their understanding of data analysis using discussion questions. **Outcomes**: A score of 4 included complete and accurate discussion responses. A score of 3 included partial/incomplete discussion responses. A score of 2 included incorrect or unclear discussion responses. A score of 1 included missing discussion responses. |
| **Program Success Target for this Measurement** | 80% of students receive a score of 3 or 4 on the rubric.  | **Percent of Program Achieving Target** | 63% of students (*n* = 10) scored a 3 or 450% of students (*n* = 8) scored a 413% of students (*n* = 2) scored a 3 |
| **Methods** | **Sample Sizes -** Sample sizes will include 100% of students enrolled in SPED 503. Assessments are collected during the first half of the course sequence. Data are qualitatively analyzed by the instructor and scored against a 4-point rubric |
| **Measurement Instrument 3** | **N/A** |
| **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** | [x] **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: Results for this assessment cycle were unexpected. Explicit instruction is provided before implementing the assessment assignments. Students receive written and audio/video materials for instruction. However, 20-37% of students did not demonstrate an understanding of identifying, defining, and assessing operational definitions for target behavior across the two measures for SLO 2. The lack of understanding may be due to the abbreviated nature of SPED 503 (i.e., 7 week bi-term course) and specific learning styles for this subpopulation of the student sample. For SPED 501, the instructor reactively scheduled (i.e., meetings were not pre-scheduled in the syllabus but based on student performance on assessments) optional 1:1 and whole group synchronous tutoring sessions through Zoom. However, few students (*n* = 3) accessed the sessions and only one of them demonstrated less than adequate understanding of data collection and analysis. No synchronous sessions were scheduled for SPED 503, only electronic feedback across assignments and discussions. Also, data for SPED 503 reflects only 2 items on the assignment inflating the significance of the items over the indicators for SPED 501. **Conclusions**: Video lecture and written materials provided adequate instructional background for a minimum of 80% to receive a score of 3 or 4 on the rubric for SPED 501 but not for SPED 503. For this assessment cycle, a new faculty facilitated the course using previously recorded material. However, content was delivered in the same format as previous classes (e.g., online weekly content modules, weekly assessment assignments, recorded video lecture(s), interactive discussion prompts, interactive journal articles through Perusall). The data measure for SPED 503 may need revising to better assess students’ comprehensive understanding of identifying, defining, and assessing target behaviors for intervention. **Plans for Next Assessment Cycle**: In response to this assessment cycle data analysis, future interactions of instructional delivery in SPED 501 and SPED 503 will include at least one regularly scheduled synchronous meeting in the syllabus and course calendar to address students’ individual questions and clarify students’ areas of confusion. Providing at least one regularly scheduled synchronous meeting will still be optional for attendance but will provide students a way to plan their schedule in advance of poor performance on assignments. The data measure for SPED 503 will be revised to better assess students’ comprehensive understanding of identifying, defining, and assessing target behaviors for intervention. |

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| **Program Student Learning Outcome 3** |
| **Program Student Learning Outcome**  | **Students will demonstrate competence in the components of professional dispositions.** |
| **Measurement Instrument 1** | **Common Rubric for the Assessment of Candidate Dispositions in Advanced Preparation Programs – collected in SPED 501** |
| **Criteria for Student Success** | **Narrative**: Students are scored on relevant indicators from a 3 point rubric (i.e., (3) target, (2) approaching, (1) unacceptable) across seven items (i.e., *Active Engagement, Cultural Competence, Ethical Agency, Reflective Practice, Scholarly Communication, Scholarly Initiative, Scholarly Responsibility*). Relevant items for this iteration of SPED 501 included (a) *Active Engagement*, (b) *Cultural Competence*, (c) *Ethical* *Agency*, (d) *Scholarly* *Communication*, and (e) *Scholarly* *Initiative*. **Outcomes**: Students received a 3 for overall professional conduct, turning in assignments on time and complete, maintaining confidentiality when discussing student examples, taking responsibility for their actions if assignments were late or incomplete, and maintaining open communication with the instructor as needed. Students received a 2 for missing or late assignments, lack of communication, or lack of active participation in discussions and assignments.  |
| **Program Success Target for this Measurement** | 80% of students receive comprehensive dispositions score of 2.5 or higher on the common dispositions rubric.  | **Percent of Program Achieving Target** | 100% of students (*n* = 25) scored 2.5 or higher76% of students (*n* = 19) scored 312% of students (*n* =3) scored 2.88% of students (*n* = 2) scored 2.6 |
| **Methods**  | Include descriptions of sampling and data collection processes, appropriate summary statistics, and number of students assessed (*N, n*). Note: **Sample Sizes -** Sample sizes will include 100% of students enrolled in SPED 501. Assessments are collected at the end of the course sequence. Data are qualitatively analyzed by the instructor and scored against a 3-point rubric on seven indicators of academic dispositions. Not all indicators are applicable for SPED 503 and are scored with N/A. |
| **Measurement Instrument 2** | **Common Rubric for the Assessment of Candidate Dispositions in Advanced Preparation Programs – collected in SPED 503** |
| **Criteria for Student Success** | **Narrative**: Students are scored on relevant indicators from a 3 point rubric (i.e., (3) target, (2) approaching, (1) unacceptable) across seven items (i.e., *Active Engagement, Cultural Competence, Ethical Agency, Reflective Practice, Scholarly Communication, Scholarly Initiative, Scholarly Responsibility*). Relevant items for this iteration of SPED 503 included (a) *Active Engagement*, (b) *Reflective Practice*, (c) *Scholarly* *Communication*, and (d) *Scholarly* *Initiative*. **Outcomes**: Students received a 3 for overall professional conduct, turning in completed assignments on time, taking responsibility for their actions if assignments were late or incomplete, and maintaining open communication with the instructor as needed. Students received a 2 for missing or late assignments, lack of communication, or lack of active participation in discussions and assignments.  |
| **Program Success Target for this Measurement** | 80% of students receive comprehensive dispositions score of 2.5 or higher on the common dispositions rubric.  | **Percent of Program Achieving Target** | 100% of students (*n* = 16) scored 2.5 or higher88% of students (*n* = 14) scored 313% of students (*n* =2) scored 2.8 |
| **Methods** | Include descriptions of sampling and data collection processes, appropriate summary statistics, and number of students assessed (*N, n*). Note: **Sample Sizes -** Sample sizes will include 100% of students enrolled in SPED 503. Assessments are collected at the end of the course sequence. Data are qualitatively analyzed by the instructor and scored against a 3-point rubric on seven indicators of academic dispositions. Not all indicators are applicable for SPED 503 and are scored with N/A. |
| **Measurement Instrument 3** | **N/A** |
| **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** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: The results for student disposition data varied among students in the area of Active Engagement. In SPED 501, 72% of students (*n* = 18) scored a 3 for *Active Engagement* and 28% of students(*n* = 7) scored a 2. Students’ scoring a 2 had missing assignments and/or late work submissions. Some students engaged in *Reflective Practice* (*n* = 4) and *Scholarly Responsibility* (*n* = 3) in response to feedback provided by the instructor or personal circumstances that led to late or missing work. Of these students, 100% of students scored a 3 in each category. **Conclusions**: For this assessment cycle, a new faculty facilitated the course using the previous instructor’s course content, syllabus, and sequence. Content was delivered in the same format as previous classes (e.g., online weekly content modules, weekly assessment assignments, recorded video lecture(s), interactive discussion prompts, interactive journal articles through Perusall). Disposition data was collected for the first time this semester in SPED 501 and 503. Disposition data was not thoroughly reflected in the course syllabus and course sequence. While some professionalism areas were addressed explicitly in the syllabus (i.e., late and missing work), other areas were not (e.g., *Reflective Practice, Scholarly Responsibility*). **Plans for Next Assessment Cycle**: For the next assessment cycle, course syllabus will directly reflect a minimum of five out of seven disposition indicators. Students will be formally evaluated on the disposition indicators at weeks 4, 8, 12, and 15 of the course sequence. The instructor will provide students formative feedback on disposition data as part of their course grade.  |

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| **0500 MAE Advanced Teacher Education** | **RA1.1 - Generic Skills and Abilities** |
| **Evidence (course)** | **a. Data Literacy** | **b. Research Methods** | **c. Data Analysis** | **d. Collaborative Activities** | **e. Technology Applications** | **f. Professional Dispositions** |
| **Adv. Beh. Mgmt. (15 hrs.)** |  |  |  |  |  |  |
| [SPED 501](https://catalog.wku.edu/search/?P=SPED%20501) | [ABC Data Assignment](https://docs.google.com/document/d/1JNS7efX5BI5nqSQPXIGhrmkZsgHrk-kr/view) |  | [ABC Data Assignment](https://docs.google.com/document/d/1JNS7efX5BI5nqSQPXIGhrmkZsgHrk-kr/view) |  | [ABC Data Assignment](https://docs.google.com/document/d/1JNS7efX5BI5nqSQPXIGhrmkZsgHrk-kr/view) | collect here |
| [EDU/SPED 502](https://catalog.wku.edu/search/?P=SPED%20502) |  |  |  |  |  |  |
| [SPED 503](https://catalog.wku.edu/search/?P=SPED%20503) | [Direct Observation](https://docs.google.com/document/d/18Kky_-LhPDmMiQDeUJXva-5zHRU_EuWu/view) |  | [Direct Observation](https://docs.google.com/document/d/18Kky_-LhPDmMiQDeUJXva-5zHRU_EuWu/view) |  | [Direct Observation](https://docs.google.com/document/d/18Kky_-LhPDmMiQDeUJXva-5zHRU_EuWu/view) | collect here |
| [SPED 504](https://catalog.wku.edu/search/?P=SPED%20504) |  |  |  |  |  |  |
| [SPED 505](https://catalog.wku.edu/search/?P=SPED%20505) |  |  |  |  |  |  |