

**ASSOCIATE OF ARTS IN EARLY CHILDHOOD EDUCATION ANNUAL ASSESSMENT PLAN & FINDINGS  
2011-2012 ACADEMIC YEAR**

|         | <p><i><b>PLO 1</b></i><br/><i><b>Developmental Needs</b></i><br/><i>Construct and evaluate curriculum designed to meet the differentiated academic, social and developmental needs of young children in alignment with the NAEYC and NCATE standards.</i></p> | <p><i><b>PLO 2</b></i><br/><i><b>Utilize and Evaluate Assessment Information</b></i><br/><i>Effectively utilize and evaluate assessment information as both formative and summative to inform and adapt instruction.</i></p> | <p><i><b>PLO 3</b></i><br/><i><b>Instructional Strategies and Behavioral Techniques</b></i><br/><i>Demonstrate knowledge of a wide range of instructional strategies and behavioral techniques to address the developmental needs of various ages of young children in a structured setting.</i></p> | <p><i><b>PLO 4</b></i><br/><i><b>Needs of Special Learners</b></i><br/><i>Identify knowledge of the unique needs of special learners and adapt curriculum and instruction to meet these needs.</i></p> | <p><i><b>PLO 5</b></i><br/><i><b>Stages of Language</b></i><br/><i>Identify the stages of language, physical and social development in children ages birth to eight.</i></p> |
|---------|---|--|--|--|--|
| ELL 240 | R   | I  | I  | R  | R  |
| ECE 101 |   |  |  |  | I  |
| PED 212 | R   | R  | R  | I  | R  |
| ECE 201 | I   | R  | R  | I  |  |
| ECE 203 | R   | M  | I  |  | I  |
| ECE 205 | I   |  |  | I  | R  |

I (Introduced), R (Reinforced), or M (Mastered).

| <b>ANNUAL ASSESSMENT PLAN FINDINGS</b>   |  |  |   |  |   |
|--|--|--|---|--|---|
| <b>PLO 1 - Construct and evaluate curriculum designed to meet the differentiated academic, social and developmental needs of young children in alignment with the NAEYC and NCATE standards.</b> |  |  |   |  |   |
| <b>MEASURE</b>   | <b>ACCEPTABLE TARGET</b>   | <b>TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b> | <b>TOTAL NUMBER OF STUDENT RECORDS OBSERVED</b> | <b>ASSESSMENT RESULTS:<br/>PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b> | <b>ASSESSMENT RESULTS:<br/>1. EXCEEDS THE ACCEPTABLE TARGET<br/><br/>2. MEETS THE ACCEPTABLE TARGET<br/><br/>3. DOES NOT MEET THE ACCEPTABLE TARGET<br/><br/>4. INSUFFICIENT DATA</b> |
| Direct Measure 1: ECE 203 Week 3 Assignment  | 70% or higher (of the sample selected) must be at the "Proficient" level or above on the evaluation of each rubric content criteria. | 870  | 1134  | 77%  | 1. EXCEEDS THE ACCEPTABLE TARGET  |

|   |  |     |     |     |                                  |
|---|--|-----|-----|-----|----------------------------------|
| Direct Measure 2: ECE 203 Week 4 Assignment | 70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.   | 328 | 362 | 91% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| Direct Measure 3: ECE 205 Final Paper       | 70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.   | 339 | 450 | 75% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| Direct Measure 4: ELL 240 Final Paper       | 70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.   | 88  | 105 | 84% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| Indirect Measure 1: End of Course Survey    | <p>70% or more of AA Early Childhood Education students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.”</p> <p>The question used to gauge student satisfaction is:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course material?</li> </ul> <p>In addition, 70% or more of students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “Agree” or “Strongly Agree.”</p> <p>The questions used to gauge student</p> | 151 | 154 | 98% | 1. EXCEEDS THE ACCEPTABLE TARGET |

|   | <p>satisfaction include:</p> <ul style="list-style-type: none"> <li>• In general, this course will have real-world applicability.</li> <li>• The course material will be valuable after I graduate.</li> <li>• The assignments (including reading material, discussion forums, written assignments and assessments) contributed to my understanding of the course material.</li> </ul> |  |   |  |   |
|---|--|--|---|--|---|
| <b>PLO 2 - Effectively utilize and evaluate assessment information as both formative and summative to inform and adapt instruction.</b> |  |  |   |  |   |
| <b>MEASURE</b>  | <b>ACCEPTABLE TARGET</b>   | <b>TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b> | <b>TOTAL NUMBER OF STUDENT RECORDS OBSERVED</b> | <b>ASSESSMENT RESULTS:<br/>PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b> | <b>ASSESSMENT RESULTS:<br/>1. EXCEEDS THE ACCEPTABLE TARGET<br/><br/>2. MEETS THE ACCEPTABLE TARGET<br/><br/>3. DOES NOT MEET THE ACCEPTABLE TARGET</b> |

|   |   |      |      |     | 4. INSUFFICIENT DATA             |
|---|---|------|------|-----|----------------------------------|
| Direct Measure 1: ECE 203 Final Project     | 70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.  | 587  | 751  | 78% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| Direct Measure 2: ECE 203 Week 1 Assignment | 70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.  | 1301 | 1695 | 77% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| Direct Measure 3: ECE 203 Week 3 Assignment | 70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.  | 870  | 1134 | 77% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| Indirect Measure 1: End of Course Survey    | <p>70% or more of AA Early Childhood Education students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.”</p> <p>The question used to gauge student satisfaction is:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course material?</li> </ul> <p>In addition, 70% or more of students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “Agree” or “Strongly Agree.”</p> | 151  | 154  | 98% | 1. EXCEEDS THE ACCEPTABLE TARGET |

|                                       |  |      |      |     |                                  |
|---------------------------------------|--|------|------|-----|----------------------------------|
|                                       | <p>The questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> <li>• In general, this course will have real-world applicability.</li> <li>• The course material will be valuable after I graduate.</li> <li>• The assignments (including reading material, discussion forums, written assignments and assessments) contributed to my understanding of the course material.</li> </ul> |      |      |     |                                  |
| Direct Measure 4: PED 212 Final Paper | 70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.   | 1184 | 1534 | 77% | 1. EXCEEDS THE ACCEPTABLE TARGET |

**PLO 3 Demonstrate knowledge of a wide range of instructional strategies and behavioral techniques to address the developmental needs of various ages of young children in a structured setting.**

| MEASURE | ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS OBSERVED | ASSESSMENT RESULTS:<br>PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | ASSESSMENT RESULTS:<br>1. EXCEEDS THE ACCEPTABLE TARGET<br>2. MEETS THE ACCEPTABLE TARGET |
|---------|-------------------|---|--|--|---|
|---------|-------------------|---|--|--|---|

|   |  |      |      |     | <b>3. DOES NOT MEET THE ACCEPTABLE TARGET</b><br><br><b>4. INSUFFICIENT DATA</b> |
|---|--|------|------|-----|--|
| Direct Measure 1: ECE 201 Week 3 Assignment | 70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.   | 197  | 279  | 71% | 1. EXCEEDS THE ACCEPTABLE TARGET   |
| Direct Measure 2: ECE 203 Week 2 Assignment | 70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.   | 1200 | 1576 | 76% | 1. EXCEEDS THE ACCEPTABLE TARGET   |
| Indirect Measure 1: End of Course Survey    | <p>70% or more of AA Early Childhood Education students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.”</p> <p>The question used to gauge student satisfaction is:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course material?</li> </ul> <p>In addition, 70% or more of students will express satisfaction on the End-of-Course</p> | 184  | 194  | 95% | 1. EXCEEDS THE ACCEPTABLE TARGET   |

|  | <p>survey for each course aligned with mastery of a program outcome by indicating either “Agree” or “Strongly Agree.”</p> <p>The questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> <li>• In general, this course will have real-world applicability.</li> <li>• The course material will be valuable after I graduate.</li> <li>• The assignments (including reading material, discussion forums, written assignments and assessments) contributed to my understanding of the course material.</li> </ul> |   |  |   |  |
|--|--|---|--|---|--|
| <p><b>PLO 4 Identify knowledge of the unique needs of special learners and adapt curriculum and instruction to meet these needs.</b></p> |  |   |  |   |  |
| <p><b>MEASURE</b></p>  | <p><b>ACCEPTABLE TARGET</b></p>  | <p><b>TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b></p> | <p><b>TOTAL NUMBER OF STUDENT RECORDS OBSERVED</b></p> | <p><b>ASSESSMENT RESULTS:<br/>PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b></p> | <p><b>1. EXCEEDS THE ACCEPTABLE TARGET<br/>2. MEETS THE ACCEPTABLE TARGET<br/>3. DOES NOT MEET THE ACCEPTABLE TARGET</b></p> |



|  |  |    |     |     | 4. INSUFFICIENT DATA             |
|--|--|----|-----|-----|----------------------------------|
| Direct Measure 1: ELL 240 Final Paper    | 70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.   | 88 | 105 | 84% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| Indirect Measure 1: End of Course Survey | <p>70% or more of AA Early Childhood Education students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.”</p> <p>The question used to gauge student satisfaction is:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course material?</li> </ul> <p>In addition, 70% or more of students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “Agree” or “Strongly Agree.”</p> <p>The questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> <li>• In general, this course will have real-world applicability.</li> </ul> | 66 | 79  | 84% | 1. EXCEEDS THE ACCEPTABLE TARGET |

|   |  |     |     |     |                                  |
|---|--|-----|-----|-----|----------------------------------|
|   | <ul style="list-style-type: none"> <li>• The course material will be valuable after I graduate.</li> <li>• The assignments (including reading material, discussion forums, written assignments and assessments) contributed to my understanding of the course material.</li> </ul> |     |     |     |                                  |
| Direct Measure 2: PED 212 Week 2 Assignment | 70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.   | 614 | 810 | 76% | 1. EXCEEDS THE ACCEPTABLE TARGET |

**PLO 5 - Identify the stages of language, physical and social development in children ages birth to eight.**

| MEASURE | ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS OBSERVED | ASSESSMENT RESULTS:<br>PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | ASSESSMENT RESULTS:<br>1. EXCEEDS THE ACCEPTABLE TARGET<br><br>2. MEETS THE ACCEPTABLE TARGET<br><br>3. DOES NOT MEET THE ACCEPTABLE TARGET |
|---------|-------------------|---|--|--|---|
|---------|-------------------|---|--|--|---|

|   |  |     |      |     | 4. INSUFFICIENT DATA             |
|---|--|-----|------|-----|----------------------------------|
| Direct Measure 1: ECE 205 Week 2 Assignment | 70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.   | 809 | 1060 | 76% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| Indirect Measure 1: End of Course Survey    | <p>70% or more of AA Early Childhood Education students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.”</p> <p>The question used to gauge student satisfaction is:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course material?</li> </ul> <p>In addition, 70% or more of students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “Agree” or “Strongly Agree.”</p> <p>The questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> <li>• In general, this course will have real-world applicability.</li> </ul> | 80  | 82   | 98% | 1. EXCEEDS THE ACCEPTABLE TARGET |

|                                       |  |      |      |     |                                  |
|---------------------------------------|--|------|------|-----|----------------------------------|
|                                       | <ul style="list-style-type: none"> <li>• The course material will be valuable after I graduate.</li> <li>• The assignments (including reading material, discussion forums, written assignments and assessments) contributed to my understanding of the course material.</li> </ul> |      |      |     |                                  |
| Direct Measure 2: PED 212 Final Paper | 70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.   | 1184 | 1532 | 77% | 1. EXCEEDS THE ACCEPTABLE TARGET |

**OVERALL RECOMMENDATIONS**

Across program learning outcomes, AA Early Childhood Education students met or exceeded the acceptable targets for most 2011-12 assessment measures. Many students also exceeded or are approaching the ideal targets for 2011-12 assessment measures.

End of Course Survey findings indicate mostly favorable opinions about real-world applicability of courses, value of course materials after graduation, contribution of assignments to understanding of course material, and course quality. However, note that only 67.09% of AA Early Childhood Education students indicated that they felt ELL 240 was high quality or very high quality. It may be useful for the Program Chair and College of Education Faculty to investigate this course during their assessment findings review.

Overall, it is recommended that College of Education Faculty review the assessment plans (including measures used and targets set) in preparation for the 2012-13 assessment cycle. In particular, Faculty may want to review targets set for assignments in courses using Waypoint, those that are not yet using Waypoint, and all survey measures to ensure that these targets remain appropriate and meaningful.

| <b>ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT</b> |  |   |                         |   |
|---|--|---|-------------------------|---|
| <b>OUTCOME</b>  | <b>MEASURE</b>   | <b>KEY/RESPONSIBLE PERSONNEL</b>                | <b>STATUS</b>           | <b>ANTICIPATED DATE OF COMPLETION</b>             |
| <b>2</b>  | The Professional Learning Community discussion thread and curriculum | <b><i>Program Chair and remote faculty.</i></b> | <b><i>Completed</i></b> | <b><i>The Professional Learning Community</i></b> |

|  | changes to ECE 101.<br><br>Review and compare student learning outcome data related to student achievement of PLO 2 pre- and post-action.   |  |                         | <i>will open January 2, 2013 and remain open until March 30, 2013. Review and planning from March 30, 2013- June 30, 2013.</i> |
|--|---|--|-------------------------|--|
| <i>Action Details</i>                            | <p><b><i>The program chair will host a discussion and planning forum in the AA Early Childhood Education section of the Early Childhood Education (ECE) Professional Learning Community Forum on how to introduce Program Learning Outcome (PLO) 2 prior to ECE 203, specifically in ECE 101.</i></b></p> <p><b><i>Rationale: The rationale for hosting a discussion and planning forum is to increase the percentage of students attaining mastery of PLO 2 before they take ECE 203. The goal of the forum is to gather input from both full-time and associate faculty before making curriculum changes to ECE 101 that may have an impact on a large number of instructors.</i></b></p> |  |                         |  |
| OUTCOME  | MEASURE   | KEY/RESPONSIBLE PERSONNEL                        | STATUS                  | ANTICIPATED DATE OF COMPLETION   |
| <b><i>Quality Matters Approval – ECE 101</i></b> | <b><i>Notification of QM approval.</i></b>  | <b><i>Program Chair and Program Manager.</i></b> | <b><i>Completed</i></b> | <b><i>September 30, 2013.</i></b>  |
| <i>Action Details</i>                            | <b><i>Obtain QM approval for ECE 101.</i></b>   |  |                         |  |
| OUTCOME  | MEASURE   | KEY/RESPONSIBLE PERSONNEL                        | STATUS                  | ANTICIPATED DATE OF COMPLETION   |
| <b><i>Constellation Text – ECE 101</i></b>       | <b><i>Program Chair and Program Manager.</i></b>  | <b><i>Program Chair and Program Manager.</i></b> | <b><i>Completed</i></b> | <b><i>ECE 101 began using the Constellation text on July 2, 2012.</i></b>  |
| <i>Action Details</i>                            | <b><i>Implement Constellation text into ECE 101.</i></b>  |  |                         |  |