

# BACHELOR OF ARTS IN CHILD DEVELOPMENT ANNUAL ASSESSMENT PLAN & FINDINGS 2010-2011 ACADEMIC YEAR

	PLO 1 Construct and Evaluate Curriculum Utilize knowledge of child development to construct and evaluate curriculum that effectively addresses the stages of development including cognitive, language, physical and affective development of young children	PLO 2 Families and Communities Analyze the influence and impact of families and communities on a child's learning and development.	PLO 3 Communication Processes Describe how family structure and cultural backgrounds influence communication processes in a child's environment.	PLO 4 Role of Play Evaluate the critical role of play in children's learning and development.	PLO 5 Child and Family Advocacy Apply their knowledge as an advocate for children, families, childcare, and education.
PSY 104	ı	ı			
ECE 205	ı	ı	ı	I	
SOC 312	R	М			
ECE 315	R	R	R	I	ı
ESE 315	М	R			
ECE 332	М	R		R	
ECE 353	М				
ECE 354			R		
ECE 355	M	М			
ECE 311	R	R		R	R
ECE 351	M			М	M
ECE 497	M	М	М	М	М



## ANNUAL ASSESSMENT PLAN FINDINGS

**PLO 1** - Utilize knowledge of child development to construct and evaluate curriculum that effectively addresses the stages of development including cognitive, language, physical and affective development of young children.

MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS:  PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	ASSESSMENT RESULTS:  1. EXCEEDS THE ACCEPTABLE TARGET  2. MEETS THE ACCEPTABLE TARGET  3. DOES NOT MEET THE ACCEPTABLE TARGET  4. INSUFFICIENT DATA
Direct Measure 1: ECE 311 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper creating a curriculum development plan for a particular stage of development, referencing the	82	98	84%	3. DOES NOT MEET ACCEPTABLE TARGET



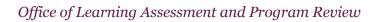


Direct Measure 2: ESE 315 Final Project	National Association for the Education of Young Children Standards.  100% (of the sample selected) must score 70% or higher on the final paper utilizing a knowledge of child development by effectively addressing the stages of development through a complete classroom plan for a diverse group of students (including accommodations, modifications and	82	115	91%	3. DOES NOT MEET THE ACCEPTABLE TARGET		
Indirect Measure 1: Graduate Satisfaction Survey	recommendations for multiple academic subjects).  70% or more of the graduating students will express satisfaction on the end of course survey that assesses the students' impressions about their major area proficiency.	1530	1730	88%	1. EXCEEDS THE ACCEPTABLE TARGET		
Direct Measure 3: Upper Division Coursework GPA	70% or higher must meet or exceed 2.5.	268	356	84%	1. EXCEEDS THE ACCEPTABLE TARGET		
PLO 2 - Analyze the in	PLO 2 - Analyze the influence and impact of families and communities on a child's learning and development.						
MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING	TOTAL NUMBER OF STUDENT	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT	ASSESSMENT RESULTS:		



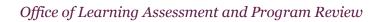


		ACCEPTABLE TARGET	RECORDS OBSERVED	RECORDS MEETING ACCEPTABLE TARGET	1. EXCEEDS THE ACCEPTABLE TARGET  2. MEETS THE ACCEPTABLE TARGET  3. DOES NOT MEET THE ACCEPTABLE TARGET  4. INSUFFICIENT DATA
Direct Measure 1: ECE 355 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper comparing and contrasting the techniques and philosophies of parenting styles, including an analysis of the influence of family type and the modifications that could create a positive family environment.	36	37	97%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 2: SOC 312 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper describing and addressing at least seven sociological issues (which must include one issue that directly relates to family and a child's learning).	158	186	85%	3. DOES NOT MEET THE ACCEPTABLE TARGET





Direct Measure 3: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	268	356	84%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the exit survey that assesses the students' impressions about their major area proficiency.	1530	1731	88%	1. EXCEEDS THE ACCEPTABLE TARGET
PLO 3 Describe how fa	amily structure and cultural backgrounds int	luence communic	cation processes	in a child's enviror	ment.
MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS:  PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	ASSESSMENT RESULTS:  1. EXCEEDS THE ACCEPTABLE TARGET  2. MEETS THE ACCEPTABLE TARGET  3. DOES NOT MEET THE ACCEPTABLE TARGET  4. INSUFFICIENT DATA





Direct Measure 1: ECE 315 Week 2 Assignment	100% (of the sample selected) must score 70% or higher on week 2 assignment describing the influences that impact the communication processes in a child's environment.	154	178	87%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 2: SOC 312 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper in which students must analyze a sociological issue that relates to family and school.	158	186	85%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 3: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	268	356	84%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the exit survey that assesses the students' impressions about their major area proficiency.	1530	1731	88%	1. EXCEEDS THE ACCEPTABLE TARGET
PLO 4 Evaluate the cri	itical role of play in children's learning and o	development.			
MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS:  PERCENTAGE OF STUDENT RECORDS	1. EXCEEDS THE ACCEPTABLE TARGET  2. MEETS THE ACCEPTABLE TARGET



		ACCEPTABLE TARGET		MEETING ACCEPTABLE TARGET	3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Direct Measure 1: ECE 351 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper demonstrating the importance of play in children's learning and development.	< 10	< 10	N/A	4. INSUFFICIENT DATA
Direct Measure 2: ECE 497 Capstone Final Project	100% (of the sample selected) must score 70% or higher on the capstone final project analyzing the role of play in a child's development.	< 10	< 10	N/A	4. INSUFFICIENT DATA
Direct Measure 3: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	268	356	84%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the exit survey that assesses the students' impressions about their major area proficiency.	1530	1731	88%	1. EXCEEDS THE ACCEPTABLE TARGET



PLO 5 - Apply their kno	owledge as an advocate for children, familie	es, childcare, and	education.		
MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS:  PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	ASSESSMENT RESULTS:  1. EXCEEDS THE ACCEPTABLE TARGET  2. MEETS THE ACCEPTABLE TARGET  3. DOES NOT MEET THE ACCEPTABLE TARGET  4. INSUFFICIENT DATA
Direct Measure 1: ECE 311 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper applying concepts learned to becoming an advocate for children, childcare and education.	82	98	84%	3. DOES NOT MEET THE ACCEPTABLE TARGET



Direct Measure 2: ECE 497 Capstone Final Project	100% (of the sample selected) must score 70% or higher on the capstone final project which allows the student to demonstrate their knowledge as an advocate for family, children and education.	< 10	< 10	N/A	4. INSUFFICIENT DATA
Direct Measure 3: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	268	356	84%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the exit survey that assesses the students' impressions about their major area proficiency.	1530	1731	88%	1. EXCEEDS THE ACCEPTABLE TARGET

#### **OVERALL RECOMMENDATIONS**

Program Learning Outcome 1 Recommendations:

- 1.1 Review course and course resources to increase student performance in ECE 311 and rigor in ESE 315.
- 1.2 Improve student learning by identifying learning patterns where students experience common difficulty with CD concepts, knowledge, or skills and develop intervention strategies and options for students who do not master PLO 1.
- 1.3 Raise demonstration of student mastery level 5% within year of course improvements.
- 1.4 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.

### Office of Learning Assessment and Program Review



1.5 Develop a collaborative associate faculty forum and task force to identify gaps in curriculum and assignments. 1.6 Implement a Waypoint rubric in ECE311. 1.7 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development. 1.8 Implement more meaningful indirect measures that are specific to Program Learning Outcome 1 for the Bachelor of Arts in Childhood Development. Program Learning Outcome 2 Recommendations: 2.1 Review course and course resources to increase student performance in SOC 312 and rigor in ECE 355. 2.2 Improve student learning by identifying learning patterns where students experience common difficulty with CD concepts, knowledge, or skills and develop intervention strategies and options for students who do not master PLO 2. 2.3 Evaluate faculty grading to ensure consistent application of the assignment grading rubric. 2.4 Cross collaboration with the College of Liberal Arts regarding courses that reside in multiple programs across colleges. 2.5 Implement a Waypoint rubric in ECE 355. 2.6 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development. 2.7 Implement more meaningful indirect measures that are specific to Program Learning Outcome 2 for the Bachelor of Arts in Child Development. Program Learning Outcome 3 Recommendations:

3.1 Review course and course resources to increase student performance in SOC 312 and ECE 315.

### Office of Learning Assessment and Program Review



- 3.2 Improve student learning by identifying learning patterns where students experience common difficulty with CD concepts, knowledge, or skills and develop intervention strategies and options for students who do not master PLO 3.
- 3.3 Evaluate faculty grading to ensure consistent application of assignment grading rubric.
- 3.4 Cross collaboration with the College of Liberal Arts regarding courses that reside in multiple programs across colleges.
- 3.5 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.
- 3.6 Implement more meaningful indirect measures that are specific to Program Learning Outcome 3 for the Bachelor of Arts in Early Child Development.

Program Learning Outcome 4 Recommendations:

- 4.1 Review course and course resources to increase student performance.
- 4.2 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.
- 4.3 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.
- 4.4 Implement more meaningful indirect measures that are specific to Program Learning Outcome 4 for the Bachelor of Arts in Early Child Development.

Program Learning Outcome 5 Recommendations:

- 5.1 Review course and course resources to increase student performance in ECE 311.
- 5.2 Improve student learning by identifying learning patterns where students experience common difficulty with CD concepts, knowledge, or skills and develop intervention strategies and options for students who do not master PLO 5.

### Office of Learning Assessment and Program Review



- 5.3 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.
- 5.4 Implement a Waypoint rubric in ECE 311.
- 5.5 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.
- 5.6 Implement more meaningful indirect measures that are specific to Program Learning Outcome 5 for the Bachelor of Arts in Early Child Development.

	ANNUAL ASSESSME	ENT PLAN ACTION ITEM S	TATUS REPORT			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION		
	Review results and			Commencing 01/2012		
1	feedback. Professional	Full time faculty	Ongoing	ongoing		
	Development resources.					
Action Details	Systematically eval	uate instruction using Pee	er Faculty Review Rub	ric and provide feedback t		
Action Details		inst	ructors.			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION		
	Relevant reports,	Faculty Chair,		Ongoing		
	improvements in key	Course				
1	assignment and	Development	Completed			
	comprehensive exam	Team, Curriculum				
	scores	Coordinator				
	Revise courses ba	sed on Quality Matters R	eview results, Assessr	ment results analysis (i.e.		
<b>Action Details</b>	Waypoint), adoption of new course materials/text, and student and faculty curriculum					
		fee	edback.			
4	Timelines	Program Manager,	Completed	Ongoing		
1	imeines	Faculty Chair	Completed			
Action Details	Monitor externally controlled course improvement efforts. Waypoint rubric implementation,					
Action Details	Quality Mat	Quality Matters certification, and Constellation online textbook development.				



1	Improvement in key assignment and comprehensive exam scores	Executive Dean, Full time faculty	Not Implemented	02/2012; ongoing
	Begin the develo	pment of a tiered syste	em of targeted interventio	ns starting with best
Action Details	practices at the classr	oom level. Identify bes	st practices and gather exc	emplars for each element
	through the Peer	Faculty Review Process	s. Develop professional de	velopment resources.
1	Continuous Improvement Plan	Faculty Chair	Completed	05/2012
Action Details	Develop a Co	ntinuous Improvemen	t Plan for the 2011-2012 a	issessment cycle.
1	Improvement in key assignment scores	Program Manager, Instructional Designer, Instructional Specialists	Completed	09/2011
Action Details	Implement impro		ng subject matter experts velopment	for course and rubric
ОИТСОМЕ	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
2	Review results and feedback. Professional Development resources.	Full time faculty	Completed	Commencing 01/2012; ongoing
Action Details	Systematic		on using Peer Faculty Revio k to instructors.	ew Rubric and provide
ОИТСОМЕ	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
2	Relevant reports, improvements in key assignment and comprehensive exam scores	Faculty Chair, Course Development Team, Curriculum Coordinator	Completed	Ongoing



Action Details		tion of new course mat	Review results, Assessme erials/text, and student a eedback.	•
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
2	Timelines	Program Manager, Faculty Chair	Completed	Ongoing
Action Details	-	•	vement efforts. Waypoin onstellation online textbo	•
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
2	Improvement in key assignment and comprehensive exam scores	Executive Dean, Full time faculty	Not Implemented	02/2012; ongoing
Action Details	practices at the classi	room level. Identify bes	em of targeted interventions of practices and gather ex of Develop professional de	emplars for each element
ОИТСОМЕ	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
2	Continuous Improvement Plan	Faculty Chair	Completed	05/2012
Action Details	Develop a Co	ntinuous Improvemen	t Plan for the 2011-2012 (	assessment cycle.
ОИТСОМЕ	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
2	Improvement in key assignment scores	Program Manager, Instructional Designer, Instructional Specialists	Completed	09/2011
Action Details	Implement impro	•	ng subject matter experts velopment	for course and rubric



ОИТСОМЕ	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
3	Review results and feedback. Professional Development resources.	Full time faculty	Completed	Commencing 01/2012; ongoing
Action Details	Systematically evaluate instruction using Peer Faculty Review Rubric and provide feedback to instructors.			
ОИТСОМЕ	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
3	Relevant reports, improvements in key assignment and comprehensive exam scores	Faculty Chair, Course Development Team, Curriculum Coordinator	Completed	Ongoing
Action Details	Revise courses based on Quality Matters Review results, Assessment results analysis (i.e. Waypoint), adoption of new course materials/text, and student and faculty curriculum feedback.			
ОИТСОМЕ	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
3	Timelines	Program Manager, Faculty Chair	Completed	Ongoing
Action Details	Monitor externally controlled course improvement efforts. Waypoint rubric implementation, Quality Matters certification, and Constellation online textbook development.			
ОИТСОМЕ	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
3	Improvement in key assignment and comprehensive exam scores	Executive Dean, Full time faculty	Not Implemented	02/2012; ongoing
Action Details	practices at the classr	oom level. Identify bes	em of targeted interventions of practices and gather exc of the professional de	emplars for each element



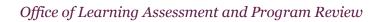
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION	
3	Continuous Improvement Plan	Faculty Chair	Completed	05/2012	
Action Details	Develop a Continuous Improvement Plan for the 2011-2012 assessment cycle.				
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION	
		Program Manager,		09/2011	
	Improvement in least	Instructional			
3	Improvement in key	Designer,	Completed		
	assignment scores	Instructional			
		Specialists			
4 41 5 4 11	Implement impro	ved process for selecting	ng subject matter expe	rts for course and rubric	
Action Details		development			
ОИТСОМЕ	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION	
	Review results and			Commencing 01/2012;	
4	feedback. Professional	Full time faculty	Completed	ongoing	
	Development resources.				
	Systematically evaluate instruction using Peer Faculty Review Rubric and pr				
Action Details	-	to instructors.			
ОИТСОМЕ	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION	
4	Relevant reports,	Faculty Chair,		Ongoing	
	improvements in key	Course			
	assignment and	Development	Completed		
	comprehensive exam	Team, Curriculum	•		
	scores	Coordinator			
	Revise courses bas	ed on Quality Matters	Review results, Assessr	nent results analysis (i.e.	
Action Details	Waypoint), adoption of new course materials/text, and student and faculty curriculum				
		feedback.			



OUTCOME	MEASURE	KEY/RESPONSIBLE	STATUS	ANTICIPATED DATE OF
4	Timelines	PERSONNEL Program Manager, Faculty Chair	Completed	COMPLETION Ongoing
Action Details	Monitor externally controlled course improvement efforts. Waypoint rubric implementation,  Quality Matters certification, and Constellation online textbook development.			
ОИТСОМЕ	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
4	Improvement in key assignment and comprehensive exam scores	Executive Dean, Full time faculty	Not Implemented	02/2012; ongoing
Action Details	Begin the development of a tiered system of targeted interventions starting with best practices at the classroom level. Identify best practices and gather exemplars for each element through the Peer Faculty Review Process. Develop professional development resources.			
ОИТСОМЕ	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
4	Continuous Improvement Plan	Faculty Chair	Completed	05/2012
Action Details	Develop a Continuous Improvement Plan for the 2011-2012 assessment cycle.			
ОИТСОМЕ	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
4	Improvement in key assignment scores	Program Manager, Instructional Designer, Instructional Specialists	Completed	09/2011
Action Details	Implement improved process for selecting subject matter experts for course and rubric development			
ОИТСОМЕ	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION



5	Review results and feedback. Professional Development resources.	Full time faculty	Completed	Commencing 01/2012; ongoing	
Action Details	Systematically evaluate instruction using Peer Faculty Review Rubric and provide feedback to instructors.				
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION	
5	Relevant reports, improvements in key assignment and comprehensive exam scores	Faculty Chair, Course Development Team, Curriculum Coordinator	Completed	Ongoing	
Action Details	Revise courses based on Quality Matters Review results, Assessment results analysis (i.e.  Waypoint), adoption of new course materials/text, and student and faculty curriculum feedback.				
ОИТСОМЕ	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION	
5	Timelines	Program Manager, Faculty Chair	Completed	Ongoing	
Action Details	-	Monitor externally controlled course improvement efforts. Waypoint rubric implementation, Quality Matters certification, and Constellation online textbook development.			
ОИТСОМЕ	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION	
5	Improvement in key assignment and comprehensive exam scores	Executive Dean, Full time faculty	Not Implemented	02/2012; ongoing	
Action Details	Begin the development of a tiered system of targeted interventions starting with best practices at the classroom level. Identify best practices and gather exemplars for each element through the Peer Faculty Review Process. Develop professional development resources.				
ОИТСОМЕ	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION	





5	Continuous Improvement Plan	Faculty Chair	Completed	05/2012
Action Details	Develop a Co	Develop a Continuous Improvement Plan for the 2011-2012 assessment cycle.		
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
5	Improvement in key assignment scores	Program Manager, Instructional Designer, Instructional Specialists	Completed	09/2011
Action Details	Implement improved process for selecting subject matter experts for course and rubric development			