BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION ANNUAL ASSESSMENT PLAN & FINDINGS
2010-2011 ACADEMIC YEAR

	PLO 1 *Child Development Principles* *Demonstrate knowledge of child development principles, including cognitive, language, physical and affective domains, in creating environments that are healthy, supportive, and challenging for children.*	PLO 2 *Impact of Families and Communities* *Analyze the influence and impact of families and communities on a child's learning and development.*	PLO 3 *Appropriate Strategies and Programs* *Design and assess developmentally appropriate strategies and programs promoting positive development and learning for children.*	PLO 4 *Personnel Management* *Identify components of personnel management in the recruiting, hiring, and maintenance of staff in quality child care settings.*	PLO 5 *Requirements in Child Care Setting* *Demonstrate knowledge of fiscal, legal, ethical, and program requirements in a quality child care setting.*
ECE 101	I	I	I		
ECE 214	R	R	R	I	I
ECE 332	R	R			
SOC 312	R	R	M		
PED 212	I		R		
ESE 315	R		M		
ECE 311	M		M		
ECE 335	R		M		
ESE 315	R	R	R		
ECE 313		M	R		
ECE 312				R	R
ECE 405	R	M	R		
ECE 430	M	M	M	M	M

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

<table>
<tr><td colspan="6">ANNUAL ASSESSMENT PLAN FINDINGS</td></tr>
<tr><td colspan="6">PLO 1 - Demonstrate knowledge of child development principles, including cognitive, language, physical and affective domains, in creating environments that are healthy, supportive, and challenging for children.</td></tr>
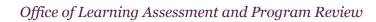<tr>
<td>MEASURE</td>
<td>ACCEPTABLE TARGET</td>
<td>TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</td>
<td>TOTAL NUMBER OF STUDENT RECORDS OBSERVED</td>
<td>ASSESSMENT RESULTS:

PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</td>
<td>ASSESSMENT RESULTS:

1. EXCEEDS THE ACCEPTABLE TARGET

2. MEETS THE ACCEPTABLE TARGET

3. DOES NOT MEET THE ACCEPTABLE TARGET

4. INSUFFICIENT DATA</td>
</tr>
<tr>
<td>Indirect Measure 1: Alumni Survey</td>
<td>70% or more of the Ashford Alumni (within three years of graduation) will indicate that</td>
<td>34</td>
<td>48</td>
<td>71%</td>
<td>1. EXCEEDS THE ACCEPTABLE TARGET</td>
</tr>
</table>

MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING	ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET
	their Ashford University degree has contributed to career success.				
Direct Measure 1: ECE 315 Final Research Paper	70% or higher (of the sample selected) must meet or exceed a 70% on the ECE 315 Final Research Paper.	1290	1507	86%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 430 Final Project	70% or higher (of the sample selected) must meet or exceed a 70% on the ECE 430 Final Project.	969	1065	91%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: Graduate Satisfaction Survey	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.	14095	15848	89%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: Upper Division Coursework GPA	70% or higher must meet or exceed 2.5.	1196	1334	90%	1. EXCEEDS THE ACCEPTABLE TARGET

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 ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING	ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET

				ACCEPTABLE TARGET	2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	34	48	71%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 1: ECE 214 Final PowerPoint Presentation	70% or higher (of the sample selected) must meet or exceed a 70% on the ECE 214 Final PowerPoint Presentation.	1544	1756	88%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 313 Final Paper	70% or higher (of the sample selected) must meet or exceed a 70% on the ECE 313 Final Paper.	1221	1413	86%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: Graduate Satisfaction Survey	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.	14095	15848	89%	1. EXCEEDS THE ACCEPTABLE TARGET

| Direct Measure 3: Upper Division Course Work GPA | 70% or higher must meet or exceed 2.5. | 1196 | 1334 | 90% | 1. EXCEEDS THE ACCEPTABLE TARGET |

PLO 3 Design and assess developmentally appropriate strategies and programs promoting positive development and learning for children.

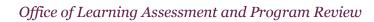| MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
	70% or more of the Ashford Alumni (within three years of graduation) will indicate that	34	48	71%	1. EXCEEDS THE ACCEPTABLE TARGET

Indirect Measure 1: Alumni Survey	their Ashford University degree has contributed to career success.			
Direct Measure 1: ECE 311 Final Paper	70% or higher (of the sample selected) must meet or exceed a 70% on the ECE 311 Final Paper.	1212	1445	84%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 335 Final Paper	70% or higher (of the sample selected) must meet or exceed a 70% on the ECE 335 Final Paper.	1193	1343	89%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: ESE 315 Final Paper	70% or higher (of the sample selected) must meet or exceed a 70% on the ESE 315 Final Paper.	979	1107	88%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: Graduate Satisfaction Survey	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.	14095	15848	89%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 4: PED 212 Final Paper	70% or higher (of the sample selected) must meet or exceed a 70% on the PED 212 Final Paper.	1429	1697	84%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 5: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	1196	1334	90%	1. EXCEEDS THE ACCEPTABLE TARGET

PLO 4 Identify components of personnel management in the recruiting, hiring, and maintenance of staff in quality child care settings.
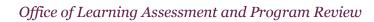
MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	34	48	71%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 1: ECE 214 Final PowerPoint Presentation	70% or higher (of the sample selected) must meet or exceed a 70% on the ECE 214 Final PowerPoint Presentation.	1544	1756	88%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 312 Final Summative Assignment	70% or higher (of the sample selected) must meet or exceed a 70% on the ECE 312 Final Summative Assignment.	1260	1363	92%	1. EXCEEDS THE ACCEPTABLE TARGET

Direct Measure 3: ECE 430 Final Capstone Project	70% or higher (of the sample selected) must meet or exceed a 70% on the ECE 430 Final Capstone Project.	969	1065	91%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: Graduate Satisfaction Survey	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.	14095	15848	89%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 4: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	1196	1334	90%	1. EXCEEDS THE ACCEPTABLE TARGET

PLO 5 - Demonstrate knowledge of fiscal, legal, ethical, and program requirements in a quality child care setting.

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
Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	34	48	71%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 1: ECE 312 Final Summative Assignment	70% or higher (of the sample selected) must meet or exceed a 70% on the ECE 312 Final Summative Assignment.	1260	1363	92%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 430 Capstone Final Project	70% or higher (of the sample selected) must meet or exceed a 70% on the ECE 430 Final Capstone Project.	969	1065	91%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: Graduate Satisfaction Survey	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.	14095	15848	89%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	1196	1334	90%	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 315 and rigor in ECE 430.
1.2 Improve student learning by identifying learning patterns where students experience common difficulty with ECE concepts, knowledge, or skills and develop intervention strategies and options for students who do not master PLO 1.
1.3 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.
1.4 Include the Peregrine Academic Services ECE comprehensive exam as another evidence of student mastery.
1.5 Implement a Waypoint rubric in ECE 315.
1.6 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.
1.7 Implement more meaningful indirect measures that are specific to Program Learning Outcome 1 for the Bachelor of Arts in Early Childhood Education.

Program Learning Outcome 2 Recommendations:

2.1 Review course and course resources to increase student performance in ECE 313 and rigor in ECE214.
2.2 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.
2.3 Include additional assessment components and peer review to further evaluate student work.
2.4 Implement a Waypoint rubric in ECE 313.
2.5 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.
2.6 Implement more meaningful indirect measures that are specific to Program Learning Outcome 2 for the Bachelor of Arts in Early Childhood Education.

Program Learning Outcome 3 Recommendations:

3.1 Review course and course resources to increase student performance and rigor in PED 212 and ECE 335.
3.2 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.
3.3 Implement a Waypoint rubric for PED 212, ECE 311, and ESE 315.
3.4 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.
3.5 Implement more meaningful indirect measures that are specific to Program Learning Outcome 3 for the Bachelor of Arts in Early Childhood Education.

Program Learning Outcome 4 Recommendations:

4.1 Review course and course resources to increase student performance and rigor in ECE 312 and ECE 214.
4.2 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.
4.3 Include a self assessment of leadership qualities and professional development.
4.4 Include the Peregrine Academic Services comprehensive ECE exam as another evidence of student mastery.
4.5 Implement a Waypoint rubric in ECE 312.
4.6 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.
4.7 Implement more meaningful indirect measures that are specific to Program Learning Outcome 4 for the Bachelor of Arts in Early Childhood Education.

Program Learning Outcome 5 Recommendations:

5.1 Review course and course resources to increase student performance and rigor in ECE 312 and ECE 430.
5.2 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.
5.3 Include a budget simulation, exercise, or assignment.
5.4 Include the Peregrine Academic Services comprehensive ECE exam as another evidence of student mastery.
5.5 Implement a Waypoint rubric in ECE 312.
5.6 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.
5.7 Implement more meaningful indirect measures that are specific to Program Learning Outcome 5 for the Bachelor of Arts in Early Childhood Education.

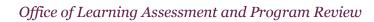| ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT				
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
1-5	*Course Content Review Rubric evaluation results (all courses should earn an overall rubric score of 12-16 points). Improvement in key assignment & comprehensive exam scores.*	*Faculty Chair, Program Manager, Subject Matter Experts, Instructional Designer, and Assessment Analyst*	*Completed*	*10/2011 for Program Review; ongoing according to course review calendar*

Action Details	Systematically evaluate courses using the Course Content Review Rubric to ensure courses: align with the current credit hour equivalency guidelines, are current and relevant, foster critical thinking and student engagement, and give students the opportunity to apply learning to the real world.			
OUTCOME	**MEASURE**	**KEY/RESPONSIBLE PERSONNEL**	**STATUS**	**ANTICIPATED DATE OF COMPLETION**
1-5	*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**
1-5	*Board roster. Meeting calendar.*	*Executive Dean, Faculty Chair*	**Not Implemented**	*02/2012*
Action Details	Form Practitioner Advisory Board and calendar semi-annual meetings.			
OUTCOME	**MEASURE**	**KEY/RESPONSIBLE PERSONNEL**	**STATUS**	**ANTICIPATED DATE OF COMPLETION**
1-5	*Pilot results.*	*Faculty Chair, Program Manager*	**Completed**	*Pilot 02/2012; Full launch by 07/2012*
Action Details	Add the Peregrine Academic Systems ECE Comprehensive Exam as a direct measure of program learning outcome mastery.			
OUTCOME	**MEASURE**	**KEY/RESPONSIBLE PERSONNEL**	**STATUS**	**ANTICIPATED DATE OF COMPLETION**
1-5	*Action plan, assignment map, improvement in key assignment scores*	*Executive Dean, Faculty Chair, Course Development Team*	**Completed**	*02/2012*
Action Details	Explore avenues for integrating additional authentic assignments into ECE courses, especially opportunities to interact with practitioners in the field, observe classrooms, and implement learning in the field. Develop an assignment map across required courses in order to reduce			

OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
	assignment redundancy and increase variety of assignments to allow students with diverse learning styles to demonstrate mastery of learning outcomes.			
1-5	*Curriculum map and measures in Task Stream*	*Faculty Chair, Course Development Team*	*Completed*	*According to course review calendar; ongoing*
Action Details	*Review and validate the course and program learning outcome curriculum map. Align key assignments with each program learning outcome.*			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
1-5	*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 Course Content Review results, Quality Matters Review results, Assessment results analysis (i.e. Waypoint), Comprehensive Exam results, adoption of new course materials/text, student and faculty curriculum feedback, and Advisory Board recommendations.*			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
1-5	*Timelines*	*Program Manager, Faculty Chair*	*Completed*	*Ongoing*
Action Details	*Monitor externally controlled course improvement efforts. Waypoint rubric implementation (ECE 311), Quality Matters certification (SOC 312), and Constellation online textbook development.*			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
1-5	*Improvement in key assignment and*	*Executive Dean, Full time faculty*	*Not Implemented*	*02/2012; ongoing*

	comprehensive exam scores			
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.**			
OUTCOME	**MEASURE**	**KEY/RESPONSIBLE PERSONNEL**	**STATUS**	**ANTICIPATED DATE OF COMPLETION**
1-5	*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**
1-5	*Demographic data*	*Faculty Chair*	*Not Implemented*	*02/2012*
Action Details	**Analyze faculty demographics as compared to ECE student population profile (especially ethnic diversity).**			
OUTCOME	**MEASURE**	**KEY/RESPONSIBLE PERSONNEL**	**STATUS**	**ANTICIPATED DATE OF COMPLETION**
1-5	*Process*	*Executive Dean, Faculty Chair, Assessment Analyst*	*Completed*	*03/2012*
Action Details	**Develop a process for evaluating faculty grading consistency. Develop and implement professional development based on the outcomes (best practices).**			
OUTCOME	**MEASURE**	**KEY/RESPONSIBLE PERSONNEL**	**STATUS**	**ANTICIPATED DATE OF COMPLETION**
1-5	*Meeting minutes*	*Executive Dean, Faculty chairs for Early Childhood Education and Special Education*	*Not Implemented*	*05/2012*
Action Details	**Explore the addition of an Inclusion and Early Intervention specialization to better prepare our students for the growing numbers of young children with special needs (a prominent trend in early childhood education).**			

OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
1-5	*Improvement in key assignment and comprehensive exam 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.*			