

**BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION ANNUAL ASSESSMENT PLAN & FINDINGS
2014-2015 ACADEMIC YEAR**

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

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

ANNUAL ASSESSMENT PLAN FINDINGS					
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.					
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 101 Week 2 Assignment	70% or more of BA Early Childhood Education records must be at the "Proficient" or "Distinguished" level on the evaluation of	2729	4178	65%	3. DOES NOT MEET THE ACCEPTABLE TARGET

	each ECE 101 Week 2 Assignment rubric content criteria mapped to PLO 1.				
Direct Measure 2: ECE 214 Week 1 Assignment	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 214 Week 1 Assignment rubric content criteria mapped to PLO 1.	1996	2652	75%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: ECE 311 Final Paper	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 311 Final Paper rubric content criteria mapped to PLO 1.	2104	2730	77%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 4: ECE 312 Week 2 Assignment	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 312 Week 2 Assignment rubric content criteria mapped to PLO 1.	1754	2696	65%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 5: ECE 332 Final Paper	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 332 Final Paper rubric content criteria mapped to PLO 1.	2340	3136	75%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 6: ECE 430 Week 2 Assignment	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of	1714	2562	67%	3. DOES NOT MEET THE ACCEPTABLE TARGET

	each ECE 430 Week 2 Assignment rubric content criteria mapped to PLO 1.				
Indirect Measure 1: ESE 315 Week 2 Discussion 2	70% of student must receive a 70% or above on the ESE 315 Week 2 Discussion 2.	758	883	86%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 7: SOC 312 Week 3 Assignment	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each SOC 312 Week 3 Assignment rubric content criteria mapped to PLO 1.	1140	1596	71%	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 ACCEPTABLE TARGET	ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET
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					4. INSUFFICIENT DATA
Indirect Measure 1: ECE 214 Week 4 Assignment	70% or more of BA Early Childhood Education students must score a 70% or above on the ECE 214 Week 4 Assignment.	817	955	86%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: ECE 311 Week 3 Discussion 1	70% or more of BA Early Childhood Education students must score a 70% or above on the ECE 311 Week 3 Discussion 1.	903	975	93%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 1: ECE 313 Final Paper	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 313 Final Paper rubric content criteria mapped to PLO 2.	2271	2763	82%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 335 Week 3 Assignment	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 335 Week 3 Assignment rubric content criteria mapped to PLO 2.	2515	3745	67%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 3: ECE 405 Week 3 Assignment 1	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 405 Week 3 Assignment 1 rubric content criteria mapped to PLO 2.	2342	2675	88%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 4: ECE 430 Final Paper	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 430 Final Paper rubric content criteria mapped to PLO 2.	2073	2542	82%	1. EXCEEDS THE ACCEPTABLE TARGET

Indirect Measure 3: ESE 315 Week 2 Assignment	70% or more of BA Early Childhood Education students must score a 70% or above on the ESE 315 Week 2 Assignment.	783	881	89%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 5: PED 212 Week 3 Assignment	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each PED 212 Week 3 Assignment rubric content criteria mapped to PLO 2.	2269	2514	90%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 6: SOC 312 Final Project	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each SOC 312 Final Project rubric content criteria mapped to PLO 2.	1008	1268	80%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 4: SOC 312 Week 1 Discussion 2	70% or more of BA Early Childhood Education students must score a 70% or above on the SOC 312 Week 1 Discussion 2.	884	1007	88%	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
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					3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Indirect Measure 1: ECE 101 Week 3 Discussion 1	70% or more of BA Early Childhood Education students must score a 70% or above on the ECE 101 Week 3 Discussion 1.	1321	1498	88%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: ECE 214 Week 4 Discussion 2	70% or more of BA Early Childhood Education students must score a 70% or above on the ECE 214 Week 4 Discussion 2.	821	963	85%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 1: ECE 311 Final Paper	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 311 Final Paper rubric content criteria mapped to PLO 3.	2104	2730	77%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 315 Final Paper	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 315 Final Project rubric content criteria mapped to PLO 3.	2851	3536	81%	1. EXCEEDS THE ACCEPTABLE TARGET

Direct Measure 3: ECE 332 Final Paper	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 332 Final Paper rubric content criteria mapped to PLO 3.	1070	1570	68%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 4: ECE 405 Week 1 Assignment	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 405 Week 1 Assignment rubric content criteria mapped to PLO 3.	3031	3530	86%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: ECE 430 Week 1 Discussion 1	70% or more of BA Early Childhood Education students must score a 70% or above on the ECE 430 Week 1 Discussion 1.	792	919	86%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 4: ECE Comprehensive Exam – Instructional Strategies Section	70% of BA Early Childhood Education students must score a 60% (Above Average) or higher on the ECE comprehensive exam.	523	828	63%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 5: ECE Comprehensive Exam – Learning Environment Section	70% of BA Early Childhood Education students must score a 60% (Above Average) or higher on the ECE comprehensive exam.	517	828	62%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 6: SOC 312 Week 3 Assignment	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of	1781	2394	74%	1. EXCEEDS THE ACCEPTABLE TARGET

	each SOC 312 Week 3 Assignment rubric content criteria mapped to PLO 3.				
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: ECE 101 Week 4 Journal	70% or more of BA Early Childhood Education students must score a 70% or above on the ECE 101 Week 4 Journal.	1281	1499	86%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 1: ECE 312 Final Paper	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 312 Final Paper rubric content criteria mapped to PLO 2.	1414	1912	74%	1. EXCEEDS THE ACCEPTABLE TARGET

Direct Measure 2: ECE 430 Final Project	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 430 Final Project rubric content criteria mapped to PLO 2.	3341	4230	79%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: ECE 430 Week 5 Discussion 2	70% or more of BA Early Childhood Education students must score a 70% or above on the ECE 430 Week 5 Discussion 2.	815	868	94%	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
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Indirect Measure 1: ECE 101 Final Paper	70% or more of BA Early Childhood Education students must score an 80% or above on the ECE 101 Final Paper.	1179	1491	79%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: ECE 214 Week 2 Discussion 1	70% or more of BA Early Childhood Education students must score a 70% or above on the ECE 214 Week 2 Discussion 1.	909	990	92%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 1: ECE 312 Week 2 Assignment 1	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 312 Week 2 Assignment 1 rubric content criteria mapped to PLO 5.	1045	1798	58%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 3: ECE 430 Week 5 Discussion 2	70% or more of BA Early Childhood Education students must score a 70% or above on the ECE 430 Week 5 Discussion 2.	815	868	94%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE Comprehensive Exam – Leadership and Collaboration	70% of BA Early Childhood Education students must score a 60% (Above Average) or higher on the ECE comprehensive exam.	646	828	78%	1. EXCEEDS THE ACCEPTABLE TARGET

OVERALL RECOMMENDATIONS

Across program learning outcomes, BA Early Childhood Education students met or exceeded the acceptable and ideal targets for most 2014-15 assessment measures. Students did not meet six direct measures for the 2014-15 assessment cycle. It is highly recommended that College of Education faculty investigate the key assignments chosen for the aforementioned PLOs: PLO 1: ECE 101 Week 2 Assignment, ECE 312 Week

2 Assignment, and ECE 430 Week 2 Assignment measures. PLO 2: the ECE 335 Week 3 Assignment. PLO 3: the ECE 332 Final Paper. PLO 5: the ECE 312 Week 2 Assignment. Two of the three ECE Comprehensive Exam targets were not met.

Overall, it is recommended that College of Education Faculty review the assessment plans (including measures used and targets set) in preparation for the 2015-16 assessment cycle. In particular, Faculty may want to review targets set for assignments in courses that began using Waypoint in the 2014-2015 assessment cycle and all indirect measures to ensure that these targets remain appropriate and meaningful.

ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT				
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
5	<p><i>The ECE 312 Week Two Assignment is proposed to be changed to more accurately reflect curriculum decisions made by administrators. Learners will have a better understanding of curriculum decisions that impact programming and staff.</i></p> <p><i>After the revisions, students will be performing at or above the acceptable target of 70% or above as graded by the rubric.</i></p>	BA ECE Program Chair	Completed	Q4 2016

<i>Action Details</i>	<i>It is proposed that criteria be added to the ECE 312 Week 2 Assignment that is more consistent with course learning outcomes. In addition, it is proposed that the Bloom’s verbs used for CLO’s 1 and 4 be changed to improve measurability.</i>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
<i>Operational Outcomes</i>	<i>The goal of this action is to ensure that all measures/key assignments identified in the BA ECE Assessment Plan are, in fact, aligned and map to the PLO to which the measure is associated. This will improve student learning, understanding, and achievement of the associated PLO by ensuring that students are being measured/assessed appropriately.</i>	<i>BA Early Childhood Education Chair</i>	<i>Completed</i>	<i>June 2016</i>
<i>Action Details</i>	<p><i>There is an opportunity to ensure that students learning is being appropriately assessed and measured. It is important to ensure that all assessment measures are mapped to the appropriate PLOs and that they are truly aligned to the PLOs to which they are mapped/aligned.</i></p> <p><i>Review mapping and targets to ensure that the assignments in these courses are aligned to the BA ECE Program Learning Outcomes, and that all measures and key assignments identified in the BA ECE Assessment Plan are appropriate and should continue to be used as measures moving forward (2015-2016 Assessment Cycle).</i></p>			