

**BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION ANNUAL ASSESSMENT PLAN & FINDINGS
2015-2016 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	2777	4388	63%	3. DOES NOT MEET THE ACCEPTABLE TARGET

	each ECE 101 Week 2 Assignment rubric content criteria mapped to PLO 1.				
Direct Measure 2: 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.	1498	2006	75%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: 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.	1200	1927	62%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 4: 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.	2145	3017	71%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 5: 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 each ECE 430 Week 2 Assignment rubric content criteria mapped to PLO 1.	93	148	63%	3. DOES NOT MEET THE ACCEPTABLE TARGET
PLO 2 - Analyze the influence and impact of families and communities on a child’s learning and development.					

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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.	1637	1945	84%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 313 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 313 Week 1 Assignment rubric content criteria mapped to PLO 2.	15	25	60%	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.	1945	2208	88%	1. EXCEEDS THE ACCEPTABLE TARGET

Indirect Measure 1: 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.	610	697	88%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 4: 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.	1932	2338	83%	1. EXCEEDS THE ACCEPTABLE TARGET

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

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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.	1498	2006	75%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: 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 3.	1649	2570	64%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 3: ECE 315 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 315 Final Project rubric content criteria mapped to PLO 3.	2386	3012	79%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 4: 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.	985	1510	65%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 1: 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.	2515	2895	87%	1. EXCEEDS THE ACCEPTABLE TARGET

Direct Measure 5: 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 6: 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
PLO 4 Identify components of personnel management in the recruiting, hiring, and maintenance of staff in quality child care settings.					
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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.	566	593	96%	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.	1028	1324	78%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: ECE 312 Week 4 Discussion 1	70% or more of BA Early Childhood Education students must score a 70% or above on the ECE 312 Week 4 Discussion 1.	560	688	81%	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.	3009	3668	82%	1. EXCEEDS 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.	293	308	95%	1. EXCEEDS THE ACCEPTABLE TARGET

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

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				ACCEPTABLE TARGET	2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
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.	< 10	< 10	N/A	4. INSUFFICIENT DATA
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.	513	572	90%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: ECE 312 Week 1 Assignment 2	70% or more of BA Early Childhood Education students must score a 70% or above on the ECE 312 Week 1 Discussion 2.	573	729	79%	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.	770	1286	60%	3. DOES NOT MEET THE ACCEPTABLE TARGET

Indirect Measure 4: ECE 430 Week 5 Discussion	70% or more of BA Early Childhood Education students must score a 70% or above on the ECE 430 Week 5 Discussion 2.	291	306	95%	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

Overall, it is recommended that College of Education Faculty review the assessment plans (including measures used and targets set) in preparation for the 2016-2017 assessment cycle. In particular, Faculty may want to review targets set for assignments in courses that were revised in the 2014-2015 assessment cycle and all 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	<i>Learning outcomes measures aligned to the course after its revision will be compared to past data.</i>	<i>Program Chair and Core Faculty</i>	<i>In Progress</i>	<i>To be completed by 3/28/2017</i>
<i>Action Details</i>	<i>ECE 101 will undergo a revision to more adequately support the reinforcement of PLO 5.</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</i>	<i>BA Early Childhood Education Chair</i>	<i>Completed</i>	<i>December 2016</i>

	<p><i>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></p>			
<p><i>Action Details</i></p>	<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 (2016-2017 Assessment Cycle).</i></p>			