

BACHELOR OF ARTS IN EDUCATION STUDIES ANNUAL ASSESSMENT PLAN & FINDINGS
2014-2015 ACADEMIC YEAR

	<i>PLO 1</i> <i>Design Effective Curriculum and Instruction</i> <i>Design effective curriculum, instruction and assessment to meet the needs of diverse learners.</i>	<i>PLO 2</i> <i>Child and Adolescent Development</i> <i>Demonstrate knowledge of child and adolescent development in the cognitive, social, physical, and emotional domains.</i>	<i>PLO 3</i> <i>Unique Needs of Special Learners</i> <i>Identify the unique needs of special learners and adapt curriculum and instruction to meet these needs.</i>	<i>PLO 4</i> <i>Standards, Instruction and Assessment</i> <i>Apply alignment practices of standards, instruction and assessment to identified academic, district and state standards, goals and priorities as part of the planning and material selection process.</i>	<i>PLO 5</i> <i>Research Skills</i> <i>Apply foundational research skills to a topic of interest in an area of education.</i>
<i>PSY 104</i>		I			I
<i>EDU 304</i>	I	R	I	I	
<i>EDU 324</i>	R	R	R		R
<i>ESE 370</i>		R	R		
<i>EDU 372</i>			M	R	R
<i>EDU 321</i>	M	R	M	R	
<i>EDU 371</i>	R		R	R	
<i>EDU 381</i>	M		R	M	
<i>EDU 382</i>	M		M	R	
<i>EDU 352</i>	M				R
<i>EDU 498</i>	M		M	M	M

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

ANNUAL ASSESSMENT PLAN FINDINGS					
PLO 1 - Design effective curriculum, instruction and assessment to meet the needs of diverse learners.					
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: EDU 321 Final Project	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	947	1476	64%	3. DOES NOT MEET THE ACCEPTABLE TARGET

Indirect Measure 1: EDU 352 Week 2 Assignment	70% of students must score 70% or higher on EDU 352 Week 2 assignment.	299	358	84%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: EDU 381 Week 3 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	542	682	80%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: EDU 382 Final Paper	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	346	409	85%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 4: EDU 498 Week 2 Assignment	70% or more of BA Education Studies students must score an 80% or above on the EDU 498 Week 2 Assignment.	85	126	68%	3. DOES NOT MEET THE ACCEPTABLE TARGET

PLO 2 - Demonstrate knowledge of child and adolescent development in the cognitive, social, physical, and emotional domains.

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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MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT	TOTAL NUMBER OF	ASSESSMENT RESULTS:	ASSESSMENT RESULTS:
					3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Indirect Measure 1: EDU 304 Final Paper	70% or more of BA Education Studies students must score a 70% or above on the EDU 304 Final Paper.	341	444	77%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 1: EDU 321 Week 4 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	699	1120	62%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 2: ESE 370 Week 3 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	247	360	69%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 2: PSY 104 Final Paper	70% of students must score 70% on the PSY 104 Final Paper.	306	469	65%	3. DOES NOT MEET THE ACCEPTABLE TARGET
PLO 3 Identify the unique needs of special learners and adapt curriculum and instruction to meet these needs.					
MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT	TOTAL NUMBER OF	ASSESSMENT RESULTS:	ASSESSMENT RESULTS:

		RECORDS MEETING ACCEPTABLE TARGET	STUDENT RECORDS OBSERVED	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
Direct Measure 1: EDU 324 Week 4 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	821	971	85%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: EDU 372 Week 4 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	405	586	69%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 1: EDU 381 Week 3 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	549	683	80%	1. EXCEEDS THE ACCEPTABLE TARGET

Indirect Measure 2: EDU 382 Week 3 Assignment	70% of students must meet or exceed a 70% on the EDU 382 Week 3 assignment.	167	192	87%	1. EXCEEDS THE ACCEPTABLE TARGET
PLO 4 Apply alignment practices of standards, instruction and assessment to identified academic, district and state standards, goals and priorities as part of the planning and material selection process.					
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
Direct Measure 1: EDU 324 Week 3 Assignment	70% of students must meet or exceed a 70% on the EDU 324 Week 3 assignment.	288	363	79%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: EDU 371 Week 3 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	311	336	93%	1. EXCEEDS THE ACCEPTABLE TARGET

Direct Measure 2: EDU 381 Final Project	70% of students must be at the "Proficient" level or above on the evaluation of each rubric content criteria.	780	1017	77%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: EDU 498 Week 3 Assignment	70% or more of BA Education Studies students must score a 70% or above on the EDU 498 Week 3 Assignment.	268	321	84%	1. EXCEEDS THE ACCEPTABLE TARGET

PLO 5 - Apply foundational research skills to a topic of interest in an area of 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
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Direct Measure 1: EDU 324 Final Paper	70% of students must meet or exceed a 70% on the EDU 324 Final Paper.	284	358	79%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: EDU 498 Final Paper	70% or more of BA Education Studies students must score a 70% or above on the EDU 498 Final Paper.	299	321	93%	1. EXCEEDS THE ACCEPTABLE TARGET

OVERALL RECOMMENDATIONS

Across four out of the five AA Early Childhood Education program learning outcomes, students met or exceeded the acceptable targets for most 2014-15 assessment measures. Many students are also approaching the ideal targets for 2014-15 assessment measures. PLO 2: Child and Adolescent Development did not meet any of its acceptable targets for the 2014-15 assessment measures.

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 were revised 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
1	<i>Once the course has been revised student learning outcomes data will be collected and compared to EDU 321 data prior to the revision, at that point further curricular decisions may be made.</i>	<i>BA ES Program Chair</i>	<i>Completed</i>	<i>Q2 2016</i>
<i>Action Details</i>	<p style="text-align: center;"><i>Based on the data, the sequencing of the assignments and discussions as the course progresses it is not cohesive enough to scaffold students to master the objectives of the comprehensive final project.</i></p> <p style="text-align: center;"><i>A two pronged approach of is to:</i></p> <ul style="list-style-type: none"> <i>• Change the course lead to a team member who is more K-12 focused.</i> 			

	<p>• Conduct a total course re-design.</p> <p><i>This combination of actions will enable us to create a more progressive course with embedded scaffolding and bring fresh ideas to the table to facilitate the course.</i></p>			
Operational Outcome	<p>The goal of this action is to ensure that all measures/key assignments identified in the BA ES 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.</p>	BA Education Studies Chair	Completed	June 2016
Action Details	<p>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.</p> <p>Review mapping and targets to ensure that the assignments in these courses are aligned to the BA ES Program Learning Outcomes, and that all measures and key assignments identified in the BA ES Assessment Plan are appropriate and should continue to be used as measures moving forward (2015-2016 Assessment Cycle).</p>			