

BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION ADMINISTRATION ANNUAL ASSESSMENT PLAN & FINDINGS 2023-2024 ACADEMIC YEAR

	<i>PLO 1</i> Summarize principles of child development including cognitive, physical, linguistic, social-emotional and affective domains that define healthy, respectful, supportive, and developmentally stimulating environments for children.	<i>PLO 2</i> Design developmentally appropriate teaching strategies to implement professional learning standards and curriculum, focused on meeting the academic and developmental needs of children.	<i>PLO 3</i> Justify the goals, benefits, and responsible use of observation, documentation, and assessment strategies in working with families, colleagues, and communities to determine appropriate learning methods for children.	<i>PLO 4</i> Analyze effective strategies that focus on collaboration and communication with families, communities, and colleagues to foster positive and supportive relationships that impact learning and development of children.	<i>PLO 5</i> Analyze the principles of equity, pedagogy, and inclusivity to meet the needs of typically and atypically developing children, as well as culturally and linguistically diverse children and their families.	<i>PLO 6</i> Promote ethical standards through reflective practice and collaboration, critical application of current research and theories, and identification as an early childhood professional and leader while continually advocating on behalf of children and families.	<i>PLO 7</i> Integrate leadership skills by fostering critical decision-making and the process of change to effectively lead and manage early childhood education and care settings.	<i>PLO 8</i> Analyze the resources and skills necessary to communicate and implement the fiscal, legal, and ethical requirements of administering a quality child care program.
EDU 100	I	I	I	I	I	I		
ECE 101	I	I	I	I	I	I		
ECE 214	I	I		I		I		
ECE 332	R	R			R			
ECE 355								
ECD 315	R	R	R	R	R			
ECD 310		R	R		R	R		
ECE 313				R	R	R		

ECE 312	M	M	M				I	I
ECE 405	M	M		M	M	M		
ECA 380				M		M	R	R
ECA 400				M			R	R
ECA 435							M	M
EDU 499	M	M	M	M	M	M		

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

ANNUAL ASSESSMENT PLAN FINDINGS					
PLO 1 – Summarize principles of child development including cognitive, physical, linguistic, social-emotional and affective domains that define healthy, respectful, supportive, and developmentally stimulating environments 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 332 Final Project	70% of students must be at the “Proficient” level or above on the	196	290	67.6%	3. DOES NOT MEET THE

	evaluation of each rubric content criteria.				ACCEPTABLE TARGET
Direct Measure 2: ECE 405 Week 1 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	111	141	78.7%	1. EXCEEDS THE ACCEPTABLE TARGET

PLO 2: Design developmentally appropriate teaching strategies to implement professional learning standards and curriculum, focused on meeting the academic and developmental needs of children.

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Direct Measure 1: ECE 312 Week 2 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	19	26	73.1%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 405 Week 2 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	38	47	80.9%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: ECE Comprehensive Exam – Instructional Strategies	70% of BA Early Childhood Education students must score a 60% (Above Average) or higher on the ECE comprehensive exam.	249	408	61.0%	3. DOES NOT MEET THE ACCEPTABLE TARGET

PLO 3: Justify the goals, benefits, and responsible use of observation, documentation, and assessment strategies in working with families, colleagues, and communities to determine appropriate learning methods for children.

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MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING	1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE
					ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Direct Measure 1: ECD 315 Week 3 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	269	417	64.5%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 2: ECE Comprehensive Exam - Assessment Section	70% of BA Early Childhood Education Administration students must score at 60% (Above Average) or higher on the ECE comprehensive exam.	220	408	53.9%	3. DOES NOT MEET THE ACCEPTABLE TARGET
PLO 4: Analyze effective strategies that focus on collaboration and communication with families, communities, and colleagues to foster positive and supportive relationships that impact learning and development of children.					

				ACCEPTABLE TARGET	ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Direct Measure 1: ECA 380 Week 2 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	282	324	87.0%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 313 Final Project	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	383	455	84.2%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: ECE 355 Final Project	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	N/A	N/A	N/A	4. INSUFFICIENT DATA
Direct Measure 4: ECE 405 Final Paper	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	250	282	88.7%	1. EXCEEDS THE ACCEPTABLE TARGET

PLO 5: Analyze the principles of equity, pedagogy, and inclusivity to meet the needs of typically and atypically developing children, as well as culturally and linguistically diverse, children and their families.

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Direct Measure 1: ECE 405 Final Paper	70% of students must be at the "Proficient" level or above on the evaluation of each rubric content criteria.	250	282	88.7%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 405 Week 3 Assignment	70% of students must be at the "Proficient" level or above on the evaluation of each rubric content criteria.	34	46	73.9%	1. EXCEEDS THE ACCEPTABLE TARGET

PLO 6: Promote ethical standards through reflective practice and collaboration, critical application of current research and theories, and identification as an early childhood professional and leader while continually advocating on behalf of children and families.

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Direct Measure 1: ECA 380 Week 3 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	356	406	87.7%	1. EXCEEDS THE ACCEPTABLE TARGET

Direct Measure 2: ECA 380 Week 5 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	479	547	87.6%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 7: ECE 405 Final Paper	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	250	282	88.7%	1. EXCEEDS THE ACCEPTABLE TARGET
<p>PLO 7: Integrate leadership skills by fostering critical decision-making and the process of change to effectively lead and manage early childhood education and care settings.</p>					
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					4. INSUFFICIENT DATA
Direct Measure 1: ECA 400 Summative Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	369	446	82.7%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECA 400 Week 4 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	210	249	84.3%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: ECA 435 Summative Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	546	596	91.6%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 4: ECA 435 Week 1 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	271	304	89.1%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 5: ECA 435 Week 3 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	227	233	97.4%	1. EXCEEDS THE ACCEPTABLE TARGET

Direct Measure 6: ECE 312 Week 3 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	49	60	81.7%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 7: ECE 312 Week 4 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	95	126	75.4%	1. EXCEEDS THE ACCEPTABLE TARGET

PLO 8 - Analyze the resources and skills necessary to communicate and implement the fiscal, legal, and ethical requirements in administering a quality child care program.

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					4. INSUFFICIENT DATA
Direct Measure 1: ECA 435 Summative Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	546	596	91.6%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECA 435 Week 1 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	271	304	89.1%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: ECA 435 Week 2 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	265	292	90.8%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 4: ECA 435 Week 3 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	227	233	97.4%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 5: ECE 312 Final Paper	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	19	29	65.5%	3. DOES NOT MEET THE ACCEPTABLE TARGET
OVERALL RECOMMENDATIONS					

Assessment recommends reviewing the following measures, where student performance did not meet the acceptable target:

1. ECE 332 Final Project (aligned to PLO 1)
2. ECE Comprehensive Exam – Instructional Strategies (aligned to PLO 2)
3. ECD 315 Week 3 Assignment (aligned to PLO 3)
4. ECE Comprehensive Exam – Assessment (aligned to PLO 3)
5. ECE 312 Final Paper (aligned to PLO 8)

Please also review the assessment specialist’s comments on the measures associated with PLO 4. Lastly, consider performing rubric calibration on the summative assignments for your measures to help ensure interrater reliability and improve assignment clarity.

ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT				
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
PLO 1	ECE 332 Final Project	Program Chair, FT Faculty, Assessment	Not started	6 months
Action Details	BAECEA FT Team will lead calibration and provide feedback on potential changes needed and/or grading guidance. Findings will be shared with Associate Faculty through a video.			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
PLO 1, 2, 3, 4, 5, 6	ECE 312 Week 5 Summative Assignment	Program Chair, FT Faculty, Associate Faculty, Assessment	Not started	1 year
Action Details	BAECEA FT Team will work with Peregrine for item analysis and then work with assessment team to map to PLOs and NAEYC Accreditation Standards to the Peregrine Comprehensive Assessment.			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
PLO 3, 4	ECE 312 Week 5 Summative Assignment	Program Chair, FT Faculty, Assessment	Not started	3 months

Action Details

BAECEA FT Team will collaborate to create and integrate a NAEYC Key Assessment and corresponding rubric into ECE 312 meeting the strict requirements required for accreditation.