

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

	<p><i><b>PLO 1</b></i> <i><b>Developmental Needs</b></i> <i>Construct and evaluate curriculum designed to meet the differentiated academic, social and developmental needs of young children in alignment with the NAEYC and NCATE standards.</i></p>	<p><i><b>PLO 2</b></i> <i><b>Utilize and Evaluate Assessment Information</b></i> <i>Effectively utilize and evaluate assessment information as both formative and summative to inform and adapt instruction.</i></p>	<p><i><b>PLO 3</b></i> <i><b>Instructional Strategies and Behavioral Techniques</b></i> <i>Demonstrate knowledge of a wide range of instructional strategies and behavioral techniques to address the developmental needs of various ages of young children in a structured setting.</i></p>	<p><i><b>PLO 4</b></i> <i><b>Needs of Special Learners</b></i> <i>Identify knowledge of the unique needs of special learners and adapt curriculum and instruction to meet these needs.</i></p>	<p><i><b>PLO 5</b></i> <i><b>Stages of Language</b></i> <i>Identify the stages of language, physical and social development in children ages birth to eight.</i></p>
ELL 240				I	
ECE 101	I	I	I	R	I
PED 212	R		R	R	
ECE 201			M	R	
ECE 203	M	M		M	
ECE 205	R			M	M

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

<b>ANNUAL ASSESSMENT PLAN FINDINGS</b>					
<b>PLO 1 - Construct and evaluate curriculum designed to meet the differentiated academic, social and developmental needs of young children in alignment with the NAEYC and NCATE standards.</b>					
<b>MEASURE</b>	<b>ACCEPTABLE TARGET</b>	<b>TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b>	<b>TOTAL NUMBER OF STUDENT RECORDS OBSERVED</b>	<b>ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b>	<b>ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA</b>
Direct Measure 1: ECE 203 Introduction to Curriculum and	100% (of the sample selected) must score 70% or higher on the final power point presentation designed to inform parents of curriculum (and how it aligns with the	30	32	94%	3. DOES NOT MEET THE ACCEPTABLE TARGET

Instruction Final Project	program), educate parents on Developmentally Appropriate Practice, provide specific assessment strategies and advocate the importance of socialization in young children’s learning.				
Direct Measure 2: ECE 205 Introduction to Child Development Final Paper	100% (of the sample selected) must score 70% or higher on the final paper analyzing the relationship of the stages of development to curriculum planning in the early childhood classroom.	87	97	90%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 1: 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.	7241	8285	87%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: Upper Division Coursework GPA	70% or higher must meet or exceed 2.5.	364	490	74%	1. EXCEEDS THE ACCEPTABLE TARGET

**PLO 2 - Effectively utilize and evaluate assessment information as both formative and summative to inform and adapt instruction.**

MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS	ASSESSMENT RESULTS:
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		ACCEPTABLE TARGET		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: ECE 101 Introduction to Early Childhood Education Final Paper	100% (of the sample selected) must score 70% or higher on the final paper identifying reliable resources that impact, inform and transform instruction.	356	443	80%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 1: 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.	7241	8285	87%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	364	490	74%	1. EXCEEDS THE ACCEPTABLE TARGET

**PLO 3** Demonstrate knowledge of a wide range of instructional strategies and behavioral techniques to address the developmental needs of various ages of young children in a structured 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
Direct Measure 1: ECE 201 Introduction to Early Childhood Behavior and Management Final Paper	100% (of the sample selected) must score 70% or higher on the final paper using three common challenging behaviors seen in young children, summarize instructional strategies and behavioral techniques to address these challenges.	44	51	86%	3. DOES NOT MEET THE ACCEPTABLE TARGET

Indirect Measure 1: 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.	7241	8285	87%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: PED 212 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper making a compelling argument for quality physical education within elementary schools addressing specific developmental needs of various young children in a structured setting.	155	183	85%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 3: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	364	490	74%	1. EXCEEDS THE ACCEPTABLE TARGET

**PLO 4 Identify knowledge of the unique needs of special learners and adapt curriculum and instruction to meet these needs.**

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
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					4. INSUFFICIENT DATA
Direct Measure 1: ECE 101 Final Paper	100% (of the same selected) must score 70% or higher on the final paper recognizing various theorists and the knowledge gained to reach students with special needs through curriculum and instruction.	356	443	80%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 2: ECE 201 Final Paper	100% (of the sample selection) must score 70% or higher on the final paper using the three common challenging behaviors seen in young children, identifying their unique needs.	44	51	86%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 3: ECE 205 Final Paper	100% (of the sample selection) must score 70% or higher on the final paper analyzing the unique needs of special learners, including the relationship of the stages of development to curriculum planning and instruction in early childhood education.	87	97	90%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 1: 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.	7241	8285	87%	1. EXCEEDS THE ACCEPTABLE TARGET

Direct Measure 4: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	364	490	74%	1. EXCEEDS THE ACCEPTABLE TARGET
<b>PLO 5 - Identify the stages of language, physical and social development in children ages birth to eight.</b>					
<b>MEASURE</b>	<b>ACCEPTABLE TARGET</b>	<b>TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b>	<b>TOTAL NUMBER OF STUDENT RECORDS OBSERVED</b>	<b>ASSESSMENT RESULTS:  PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b>	<b>ASSESSMENT RESULTS:  1. EXCEEDS THE ACCEPTABLE TARGET  2. MEETS THE ACCEPTABLE TARGET  3. DOES NOT MEET THE ACCEPTABLE TARGET  4. INSUFFICIENT DATA</b>
Direct Measure 1: ECE 101 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper recognizing various theorists and the knowledge gained	356	443	80%	3. DOES NOT MEET THE ACCEPTABLE TARGET



	to reach students with in a specific stage of development.				
Direct Measure 2: ECE 205 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper analyzing the relationship of the stages of development to curriculum planning and instruction in early childhood education.	87	97	90%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 1: 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.	7241	8285	87%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	364	490	74%	1. EXCEEDS THE ACCEPTABLE TARGET

**OVERALL RECOMMENDATIONS**

Program Learning Outcome 1 Recommendations:

- 1.1 Review course and course resources to increase student performance and rigor in ECE 203 and ECE 205.
- 1.2 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.
- 1.3 Develop a career specific survey in the College of Education that is reviewed by an Advisory Committee made up of external practitioners.

Program Learning Outcome 2 Recommendations:

- 2.1 Review course and course resources to increase student performance ECE 101 and rigor in ECE 203.
- 2.2 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 2.
- 2.3 Raise demonstration of student mastery level 5% for ECE 203 within year of course improvements.
  - 2.4 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.
  - 2.5 Assess and ensure that there are a variety of professional development opportunities.

Program Learning Outcome 3 Recommendations:

- 3.1 Review course and course resources to increase student performance in PED 212 and ECE 201.
- 3.2 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 3.
- 3.3 Raise demonstration of student mastery level 5% within year of course improvements.
- 3.4 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.
- 3.5 Include additional assessment components and peer review to further evaluate student work.
- 3.6 Increase the amount of differentiated instructional strategies.
- 3.7 Implement a Waypoint rubric in PED 212.

Program Learning Outcome 4 Recommendations:

- 4.1 Review course and course resources to increase student performance in the area of special needs learners in ECE 101, ECE 201, and rigor in ECE 208.
- 4.2 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.
- 4.3 Raise demonstration of student mastery level 5% within year of course improvements.
- 4.4 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 4.

Program Learning Outcome 5 Recommendations:

- 5.1 Review course and course resources to increase student performance in ECE 101 and rigor in ECE 205.
- 5.2 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.
- 5.3 Raise demonstration of student mastery level 5% within year of course improvements.
- 5.4 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 5.

- 5.5 Include additional assessment components and peer review to further evaluate student work.  
5.6 Increase the amount of differentiated instructional strategies.

<b>ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT</b>				
<b>OUTCOME</b>	<b>MEASURE</b>	<b>KEY/RESPONSIBLE PERSONNEL</b>	<b>STATUS</b>	<b>ANTICIPATED DATE OF COMPLETION</b>
<b>1-5</b>	<b>Review results and feedback. Professional Development resources.</b>	<b>Full time faculty</b>	<b>Completed</b>	<b>Commencing 01/2012; ongoing</b>
<i>Action Details</i>	<b>Systematically evaluate instruction using Peer Faculty Review Rubric and provide feedback to instructors.</b>			
<b>OUTCOME</b>	<b>MEASURE</b>	<b>KEY/RESPONSIBLE PERSONNEL</b>	<b>STATUS</b>	<b>ANTICIPATED DATE OF COMPLETION</b>
<b>1-5</b>	<b>Relevant reports, improvements in key assignment and comprehensive exam scores</b>	<b>Faculty Chair, Course Development Team, Curriculum Coordinator</b>	<b>Completed</b>	<b>Ongoing</b>
<i>Action Details</i>	<b>Revise courses based on Quality Matters Review results, Assessment results analysis (i.e. Waypoint), adoption of new course materials/text, and student and faculty curriculum feedback.</b>			
<b>OUTCOME</b>	<b>MEASURE</b>	<b>KEY/RESPONSIBLE PERSONNEL</b>	<b>STATUS</b>	<b>ANTICIPATED DATE OF COMPLETION</b>
<b>1-5</b>	<b>Continuous Improvement Plan</b>	<b>Faculty Chair</b>	<b>Completed</b>	<b>05/2012</b>
<i>Action Details</i>	<b>Develop a Continuous Improvement Plan for the 2011-2012 assessment cycle.</b>			
<b>OUTCOME</b>	<b>MEASURE</b>	<b>KEY/RESPONSIBLE PERSONNEL</b>	<b>STATUS</b>	<b>ANTICIPATED DATE OF COMPLETION</b>
<b>1-5</b>	<b>Improvement in key assignment scores</b>	<b>Program Manager, Instructional Designer,</b>	<b>Completed</b>	<b>09/2011</b>

		<b>Instructional Specialists</b>		
<b>Action Details</b>	<b>Implement improved process for selecting subject matter experts for course and rubric development.</b>			