

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

	<p><i><b>PLO 1</b></i> <i>Developmental Needs</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.</p>	<p><i><b>PLO 2</b></i> <i>Utilize and Evaluate Assessment Information</i> Effectively utilize and evaluate assessment information as both formative and summative to inform and adapt instruction.</p>	<p><i><b>PLO 3</b></i> <i>Instructional Strategies and Behavioral Techniques</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.</p>	<p><i><b>PLO 4</b></i> <i>Needs of Special Learners</i> Identify knowledge of the unique needs of special learners and adapt curriculum and instruction to meet these needs.</p>	<p><i><b>PLO 5</b></i> <i>Stages of Language</i> Identify the stages of language, physical and social development in children ages birth to eight.</p>
ART 101	I		I		I
ECE 101	I		R	I	I
ELL 240	R	I	R	R	R
PED 212	R	R	R	R	R
ECE 201	R	R	R	R	R
ECE 203	M	M	M		M
ECE 205	M		M	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 Final Paper	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	1365	1914	71%	1. EXCEEDS THE ACCEPTABLE TARGET

Indirect Measure 1: ECE 203 Week 2 Discussion 1	70% of student must receive a 70% or above on the ECE 203 Week 2 Discussion 1.	459	604	76%	1. EXCEEDS THE ACCEPTABLE TARGET
<b>PLO 2 - Effectively utilize and evaluate assessment information as both formative and summative to inform and adapt instruction.</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 Week 3 Assignment	70% of students must be at the "Proficient" level or above on the evaluation of each rubric content criteria.	884	1112	80%	1. EXCEEDS THE ACCEPTABLE TARGET

Indirect Measure 1: ECE 203 Week 4 Discussion 2	70% of student must receive a 70% or above on the ECE 203 Week 4 Discussion 2.	466	580	80%	1. EXCEEDS THE ACCEPTABLE TARGET
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**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
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Direct Measure 1: ECE 101 Week 3 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	874	1264	69%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 1: ECE 101 Week 3 Discussion	70% of student must receive a 70% or above on the ECE 101 Week 3 Discussion 1.	1322	1559	85%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 201 Final Paper	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	909	1151	79%	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  4. INSUFFICIENT DATA
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Direct Measure 1: ECE 201 Week 1 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	564	756	75%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: PED 212 Final Paper	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	1029	1236	83%	1. EXCEEDS THE ACCEPTABLE TARGET

**PLO 5 - Identify the stages of language, physical and social development in children ages birth to eight.**

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: ECE 205 Week 2 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	949	1324	72%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 205 Week 3 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	652	1316	50%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 3: ECE 205 Week 4 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	989	1284	77%	1. EXCEEDS THE ACCEPTABLE TARGET

**OVERALL RECOMMENDATIONS**

Across program learning outcomes, AA Early Childhood Education students exceeded the acceptable and exceeded the ideal targets for all indirect 2014-15 assessment measures. Of the nine direct measures, seven exceeded the acceptable and ideal targets and the other two 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.

<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>5</b>	<b><i>Data will be gathered from the ECE 205 Week 3 Assignment in the 2015-16 academic year.</i></b>	<b><i>Associate of Arts in Early Childhood Education program chair</i></b>	<b><i>In Progress</i></b>	<b><i>June 2015</i></b>

<p><i>Action Details</i></p>	<p><b><i>In regard to Program Learning Outcome Five (Identify the stages of language, physical and social development in children ages birth to eight) the students did not meet the required target for ECE 205 Week Three Assignment.</i></b></p> <p><b><i>By providing faculty with additional resources, we will ensure that they have a full understanding of the requirements of this assignment as well as clear up any misconstrued information. This, in turn, will allow instructors to better prepare their students and respond proactively rather than reactively.</i></b></p>			
<p><b>OUTCOME</b></p>	<p><b>MEASURE</b></p>	<p><b>KEY/RESPONSIBLE PERSONNEL</b></p>	<p><b>STATUS</b></p>	<p><b>ANTICIPATED DATE OF COMPLETION</b></p>
<p><b><i>Confirmation of all Assessment Measures for 2015-2016 Assessment Cycle</i></b></p>	<p><b><i>The goal of this action is to ensure that all measures/key assignments identified in the AA 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></b></p>	<p><b><i>Associate of Arts in Early Childhood Education</i></b></p>	<p><b><i>Completed</i></b></p>	<p><b><i>June 2015</i></b></p>
<p><i>Action Details</i></p>	<p><b><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></b></p>			



	<p><b><i>Review mapping and targets to ensure that the assignments in these courses are aligned to the AA ECE Program Learning Outcomes, and that all measures and key assignments identified in the AA ECE Assessment Plan are appropriate and should continue to be used as measures moving forward (2015-2016 Assessment Cycle).</i></b></p>
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