

**BACHELOR OF ARTS IN CHILD DEVELOPMENT ANNUAL ASSESSMENT PLAN & FINDINGS  
2010-2011 ACADEMIC YEAR**

	<p><b>PLO 1</b>  <i>Construct and Evaluate Curriculum</i>                      Utilize knowledge of child development to construct and evaluate curriculum that effectively addresses the stages of development including cognitive, language, physical and affective development of young children</p>	<p><b>PLO 2</b>  <i>Families and Communities</i>                      Analyze the influence and impact of families and communities on a child's learning and development.</p>	<p><b>PLO 3</b>  <i>Communication Processes</i>                      Describe how family structure and cultural backgrounds influence communication processes in a child's environment.</p>	<p><b>PLO 4</b>  <i>Role of Play</i>                      Evaluate the critical role of play in children's learning and development.</p>	<p><b>PLO 5</b>  <i>Child and Family Advocacy</i>                      Apply their knowledge as an advocate for children, families, childcare, and education.</p>
PSY 104	I	I			
ECE 205	I	I	I	I	
SOC 312	R	M			
ECE 315	R	R	R	I	I
ESE 315	M	R			
ECE 332	M	R		R	
ECE 353	M				
ECE 354			R		
ECE 355	M	M			
ECE 311	R	R		R	R
ECE 351	M			M	M
ECE 497	M	M	M	M	M

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

**ANNUAL ASSESSMENT PLAN FINDINGS**

**PLO 1 - Utilize knowledge of child development to construct and evaluate curriculum that effectively addresses the stages of development including cognitive, language, physical and affective development of young 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 311 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper creating a curriculum development plan for a particular stage of development, referencing the	82	98	84%	3. DOES NOT MEET ACCEPTABLE TARGET

	National Association for the Education of Young Children Standards.				
Direct Measure 2: ESE 315 Final Project	100% (of the sample selected) must score 70% or higher on the final paper utilizing a knowledge of child development by effectively addressing the stages of development through a complete classroom plan for a diverse group of students (including accommodations, modifications and recommendations for multiple academic subjects).	82	115	91%	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.	1530	1730	88%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: Upper Division Coursework GPA	70% or higher must meet or exceed 2.5.	268	356	84%	1. EXCEEDS THE ACCEPTABLE TARGET

**PLO 2 - Analyze the influence and impact of families and communities on a child's learning and development.**

MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING	TOTAL NUMBER OF STUDENT	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT	ASSESSMENT RESULTS:
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		<b>ACCEPTABLE TARGET</b>	<b>RECORDS OBSERVED</b>	<b>RECORDS MEETING ACCEPTABLE TARGET</b>	<b>1. EXCEEDS THE ACCEPTABLE TARGET</b> <b>2. MEETS THE ACCEPTABLE TARGET</b> <b>3. DOES NOT MEET THE ACCEPTABLE TARGET</b> <b>4. INSUFFICIENT DATA</b>
Direct Measure 1: ECE 355 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper comparing and contrasting the techniques and philosophies of parenting styles, including an analysis of the influence of family type and the modifications that could create a positive family environment.	36	37	97%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 2: SOC 312 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper describing and addressing at least seven sociological issues (which must include one issue that directly relates to family and a child's learning).	158	186	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.	268	356	84%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the exit survey that assesses the students' impressions about their major area proficiency.	1530	1731	88%	1. EXCEEDS THE ACCEPTABLE TARGET

**PLO 3 Describe how family structure and cultural backgrounds influence communication processes in a child's environment.**

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 315 Week 2 Assignment	100% (of the sample selected) must score 70% or higher on week 2 assignment describing the influences that impact the communication processes in a child’s environment.	154	178	87%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 2: SOC 312 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper in which students must analyze a sociological issue that relates to family and school.	158	186	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.	268	356	84%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the exit survey that assesses the students’ impressions about their major area proficiency.	1530	1731	88%	1. EXCEEDS THE ACCEPTABLE TARGET
<b>PLO 4 Evaluate the critical role of play in children’s learning and development.</b>					
<b>MEASURE</b>	<b>ACCEPTABLE TARGET</b>	<b>TOTAL NUMBER OF STUDENT RECORDS MEETING</b>	<b>TOTAL NUMBER OF STUDENT RECORDS OBSERVED</b>	<b>ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS</b>	<b>1. EXCEEDS THE ACCEPTABLE TARGET  2. MEETS THE ACCEPTABLE TARGET</b>

		ACCEPTABLE TARGET		MEETING ACCEPTABLE TARGET	3. DOES NOT MEET THE ACCEPTABLE TARGET  4. INSUFFICIENT DATA
Direct Measure 1: ECE 351 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper demonstrating the importance of play in children’s learning and development.	< 10	< 10	N/A	4. INSUFFICIENT DATA
Direct Measure 2: ECE 497 Capstone Final Project	100% (of the sample selected) must score 70% or higher on the capstone final project analyzing the role of play in a child’s development.	< 10	< 10	N/A	4. INSUFFICIENT DATA
Direct Measure 3: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	268	356	84%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the exit survey that assesses the students’ impressions about their major area proficiency.	1530	1731	88%	1. EXCEEDS THE ACCEPTABLE TARGET

<b>PLO 5 - Apply their knowledge as an advocate for children, families, childcare, and education.</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 311 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper applying concepts learned to becoming an advocate for children, childcare and education.	82	98	84%	3. DOES NOT MEET THE ACCEPTABLE TARGET



Direct Measure 2: ECE 497 Capstone Final Project	100% (of the sample selected) must score 70% or higher on the capstone final project which allows the student to demonstrate their knowledge as an advocate for family, children and education.	< 10	< 10	N/A	4. INSUFFICIENT DATA
Direct Measure 3: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	268	356	84%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the exit survey that assesses the students' impressions about their major area proficiency.	1530	1731	88%	1. EXCEEDS THE ACCEPTABLE TARGET

**OVERALL RECOMMENDATIONS**

Program Learning Outcome 1 Recommendations:

- 1.1 Review course and course resources to increase student performance in ECE 311 and rigor in ESE 315.
- 1.2 Improve student learning by identifying learning patterns where students experience common difficulty with CD concepts, knowledge, or skills and develop intervention strategies and options for students who do not master PLO 1.
- 1.3 Raise demonstration of student mastery level 5% within year of course improvements.
- 1.4 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.

- 1.5 Develop a collaborative associate faculty forum and task force to identify gaps in curriculum and assignments.
- 1.6 Implement a Waypoint rubric in ECE311.
- 1.7 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.
- 1.8 Implement more meaningful indirect measures that are specific to Program Learning Outcome 1 for the Bachelor of Arts in Childhood Development.

Program Learning Outcome 2 Recommendations:

- 2.1 Review course and course resources to increase student performance in SOC 312 and rigor in ECE 355.
- 2.2 Improve student learning by identifying learning patterns where students experience common difficulty with CD concepts, knowledge, or skills and develop intervention strategies and options for students who do not master PLO 2.
- 2.3 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.
- 2.4 Cross collaboration with the College of Liberal Arts regarding courses that reside in multiple programs across colleges.
- 2.5 Implement a Waypoint rubric in ECE 355.
- 2.6 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.
- 2.7 Implement more meaningful indirect measures that are specific to Program Learning Outcome 2 for the Bachelor of Arts in Child Development.

Program Learning Outcome 3 Recommendations:

- 3.1 Review course and course resources to increase student performance in SOC 312 and ECE 315.

3.2 Improve student learning by identifying learning patterns where students experience common difficulty with CD concepts, knowledge, or skills and develop intervention strategies and options for students who do not master PLO 3.

3.3 Evaluate faculty grading to ensure consistent application of assignment grading rubric.

3.4 Cross collaboration with the College of Liberal Arts regarding courses that reside in multiple programs across colleges.

3.5 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.

3.6 Implement more meaningful indirect measures that are specific to Program Learning Outcome 3 for the Bachelor of Arts in Early Child Development.

Program Learning Outcome 4 Recommendations:

4.1 Review course and course resources to increase student performance.

4.2 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.

4.3 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.

4.4 Implement more meaningful indirect measures that are specific to Program Learning Outcome 4 for the Bachelor of Arts in Early Child Development.

Program Learning Outcome 5 Recommendations:

5.1 Review course and course resources to increase student performance in ECE 311.

5.2 Improve student learning by identifying learning patterns where students experience common difficulty with CD concepts, knowledge, or skills and develop intervention strategies and options for students who do not master PLO 5.

- 5.3 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.
- 5.4 Implement a Waypoint rubric in ECE 311.
- 5.5 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.
- 5.6 Implement more meaningful indirect measures that are specific to Program Learning Outcome 5 for the Bachelor of Arts in Early Child Development.

<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</b>	<b><i>Review results and feedback. Professional Development resources.</i></b>	<b><i>Full time faculty</i></b>	<b><i>Ongoing</i></b>	<b><i>Commencing 01/2012; ongoing</i></b>
<b><i>Action Details</i></b>	<b><i>Systematically evaluate instruction using Peer Faculty Review Rubric and provide feedback to instructors.</i></b>			
<b>OUTCOME</b>	<b>MEASURE</b>	<b>KEY/RESPONSIBLE PERSONNEL</b>	<b>STATUS</b>	<b>ANTICIPATED DATE OF COMPLETION</b>
<b>1</b>	<b><i>Relevant reports, improvements in key assignment and comprehensive exam scores</i></b>	<b><i>Faculty Chair, Course Development Team, Curriculum Coordinator</i></b>	<b><i>Completed</i></b>	<b><i>Ongoing</i></b>
<b><i>Action Details</i></b>	<b><i>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.</i></b>			
<b>1</b>	<b><i>Timelines</i></b>	<b><i>Program Manager, Faculty Chair</i></b>	<b><i>Completed</i></b>	<b><i>Ongoing</i></b>
<b><i>Action Details</i></b>	<b><i>Monitor externally controlled course improvement efforts. Waypoint rubric implementation, Quality Matters certification, and Constellation online textbook development.</i></b>			

<b>1</b>	<b>Improvement in key assignment and comprehensive exam scores</b>	<b>Executive Dean, Full time faculty</b>	<b>Not Implemented</b>	<b>02/2012; ongoing</b>
<i>Action Details</i>	<b>Begin the development of a tiered system of targeted interventions starting with best practices at the classroom level. Identify best practices and gather exemplars for each element through the Peer Faculty Review Process. Develop professional development resources.</b>			
<b>1</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>1</b>	<b>Improvement in key assignment scores</b>	<b>Program Manager, Instructional Designer, Instructional Specialists</b>	<b>Completed</b>	<b>09/2011</b>
<i>Action Details</i>	<b>Implement improved process for selecting subject matter experts for course and rubric development</b>			
<b>OUTCOME</b>	<b>MEASURE</b>	<b>KEY/RESPONSIBLE PERSONNEL</b>	<b>STATUS</b>	<b>ANTICIPATED DATE OF COMPLETION</b>
<b>2</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>2</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>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
<b>2</b>	<b>Timelines</b>	<b>Program Manager, Faculty Chair</b>	<b>Completed</b>	<b>Ongoing</b>
<i>Action Details</i>	<b>Monitor externally controlled course improvement efforts. Waypoint rubric implementation, Quality Matters certification, and Constellation online textbook development.</b>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
<b>2</b>	<b>Improvement in key assignment and comprehensive exam scores</b>	<b>Executive Dean, Full time faculty</b>	<b>Not Implemented</b>	<b>02/2012; ongoing</b>
<i>Action Details</i>	<b>Begin the development of a tiered system of targeted interventions starting with best practices at the classroom level. Identify best practices and gather exemplars for each element through the Peer Faculty Review Process. Develop professional development resources.</b>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
<b>2</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>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
<b>2</b>	<b>Improvement in key assignment scores</b>	<b>Program Manager, Instructional Designer, Instructional Specialists</b>	<b>Completed</b>	<b>09/2011</b>
<i>Action Details</i>	<b>Implement improved process for selecting subject matter experts for course and rubric development</b>			

OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
3	<i>Review results and feedback. Professional Development resources.</i>	<i>Full time faculty</i>	<i>Completed</i>	<i>Commencing 01/2012; ongoing</i>
<i>Action Details</i>	<i>Systematically evaluate instruction using Peer Faculty Review Rubric and provide feedback to instructors.</i>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
3	<i>Relevant reports, improvements in key assignment and comprehensive exam scores</i>	<i>Faculty Chair, Course Development Team, Curriculum Coordinator</i>	<i>Completed</i>	<i>Ongoing</i>
<i>Action Details</i>	<i>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.</i>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
3	<i>Timelines</i>	<i>Program Manager, Faculty Chair</i>	<i>Completed</i>	<i>Ongoing</i>
<i>Action Details</i>	<i>Monitor externally controlled course improvement efforts. Waypoint rubric implementation, Quality Matters certification, and Constellation online textbook development.</i>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
3	<i>Improvement in key assignment and comprehensive exam scores</i>	<i>Executive Dean, Full time faculty</i>	<i>Not Implemented</i>	<i>02/2012; ongoing</i>
<i>Action Details</i>	<i>Begin the development of a tiered system of targeted interventions starting with best practices at the classroom level. Identify best practices and gather exemplars for each element through the Peer Faculty Review Process. Develop professional development resources.</i>			

OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
3	<i>Continuous Improvement Plan</i>	<i>Faculty Chair</i>	<i>Completed</i>	<i>05/2012</i>
<i>Action Details</i>	<i>Develop a Continuous Improvement Plan for the 2011-2012 assessment cycle.</i>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
3	<i>Improvement in key assignment scores</i>	<i>Program Manager, Instructional Designer, Instructional Specialists</i>	<i>Completed</i>	<i>09/2011</i>
<i>Action Details</i>	<i>Implement improved process for selecting subject matter experts for course and rubric development</i>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
4	<i>Review results and feedback. Professional Development resources.</i>	<i>Full time faculty</i>	<i>Completed</i>	<i>Commencing 01/2012; ongoing</i>
<i>Action Details</i>	<i>Systematically evaluate instruction using Peer Faculty Review Rubric and provide feedback to instructors.</i>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
4	<i>Relevant reports, improvements in key assignment and comprehensive exam scores</i>	<i>Faculty Chair, Course Development Team, Curriculum Coordinator</i>	<i>Completed</i>	<i>Ongoing</i>
<i>Action Details</i>	<i>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.</i>			



OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
4	<i>Timelines</i>	<i>Program Manager, Faculty Chair</i>	<i>Completed</i>	<i>Ongoing</i>
<i>Action Details</i>	<i>Monitor externally controlled course improvement efforts. Waypoint rubric implementation, Quality Matters certification, and Constellation online textbook development.</i>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
4	<i>Improvement in key assignment and comprehensive exam scores</i>	<i>Executive Dean, Full time faculty</i>	<i>Not Implemented</i>	<i>02/2012; ongoing</i>
<i>Action Details</i>	<i>Begin the development of a tiered system of targeted interventions starting with best practices at the classroom level. Identify best practices and gather exemplars for each element through the Peer Faculty Review Process. Develop professional development resources.</i>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
4	<i>Continuous Improvement Plan</i>	<i>Faculty Chair</i>	<i>Completed</i>	<i>05/2012</i>
<i>Action Details</i>	<i>Develop a Continuous Improvement Plan for the 2011-2012 assessment cycle.</i>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
4	<i>Improvement in key assignment scores</i>	<i>Program Manager, Instructional Designer, Instructional Specialists</i>	<i>Completed</i>	<i>09/2011</i>
<i>Action Details</i>	<i>Implement improved process for selecting subject matter experts for course and rubric development</i>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION

5	<i>Review results and feedback. Professional Development resources.</i>	<i>Full time faculty</i>	<i>Completed</i>	<i>Commencing 01/2012; ongoing</i>
<i>Action Details</i>	<i>Systematically evaluate instruction using Peer Faculty Review Rubric and provide feedback to instructors.</i>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
5	<i>Relevant reports, improvements in key assignment and comprehensive exam scores</i>	<i>Faculty Chair, Course Development Team, Curriculum Coordinator</i>	<i>Completed</i>	<i>Ongoing</i>
<i>Action Details</i>	<i>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.</i>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
5	<i>Timelines</i>	<i>Program Manager, Faculty Chair</i>	<i>Completed</i>	<i>Ongoing</i>
<i>Action Details</i>	<i>Monitor externally controlled course improvement efforts. Waypoint rubric implementation, Quality Matters certification, and Constellation online textbook development.</i>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
5	<i>Improvement in key assignment and comprehensive exam scores</i>	<i>Executive Dean, Full time faculty</i>	<i>Not Implemented</i>	<i>02/2012; ongoing</i>
<i>Action Details</i>	<i>Begin the development of a tiered system of targeted interventions starting with best practices at the classroom level. Identify best practices and gather exemplars for each element through the Peer Faculty Review Process. Develop professional development resources.</i>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION

<b>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>5</b>	<b>Improvement in key assignment scores</b>	<b>Program Manager, Instructional Designer, Instructional Specialists</b>	<b>Completed</b>	<b>09/2011</b>
<i>Action Details</i>	<b>Implement improved process for selecting subject matter experts for course and rubric development</b>			