

**BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION ANNUAL ASSESSMENT PLAN & FINDINGS  
2012-2013 ACADEMIC YEAR**

	<p><b>PLO 1</b> <i>Child Development Principles</i> Demonstrate knowledge of child development principles, including cognitive, language, physical and affective domains, in creating environments that are healthy, supportive, and challenging for children.</p>	<p><b>PLO 2</b> <i>Impact of 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>Appropriate Strategies and Programs</i> Design and assess developmentally appropriate strategies and programs promoting positive development and learning for children.</p>	<p><b>PLO 4</b> <i>Personnel Management</i> Identify components of personnel management in the recruiting, hiring, and maintenance of staff in quality child care settings.</p>	<p><b>PLO 5</b> <i>Requirements in Child Care Setting</i> Demonstrate knowledge of fiscal, legal, ethical, and program requirements in a quality child care setting.</p>
ECE 101	I	I	I	I	I
ECE 214	I	I	I		I
ECE 332	R	R	R		
SOC 312	R	R			I
PED 212	R		R		
ECE 315	R		R		
ECE 311	R		M		
ECE 335	R	R	R		
ESE 315	R		R		
ECE 313		M			
ECE 312	R	R	R	R	M
ECE 405		M	M		R
ECE 430	M	M	M	M	M

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

<b>ANNUAL ASSESSMENT PLAN FINDINGS</b>					
<b>PLO 1 - Demonstrate knowledge of child development principles, including cognitive, language, physical and affective domains, in creating environments that are healthy, supportive, and challenging for children.</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	70% or more BA Early Childhood Education records must be at the "Proficient" or	N/A	N/A	85%	1. EXCEEDS THE ACCEPTABLE TARGET

	“Distinguished” level on the evaluation of each rubric content criteria.				
Direct Measure 2: ECE 332 Final Paper	70% or more BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each rubric content criteria.	N/A	N/A	85%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: ECE 430 Final Paper	70% or more BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each rubric content criteria.	N/A	N/A	75%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: End of Course Survey	<p>70% or more of BA Early Childhood Education students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.”</p> <p>The question used to gauge student satisfaction includes:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course?</li> </ul> <p>70% or more of BA Early Childhood Education students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “Agree” or “Strongly Agree.”</p>	247	271	91%	1. EXCEEDS THE ACCEPTABLE TARGET

	<p>The question used to gauge student satisfaction includes:</p> <ul style="list-style-type: none"> <li>• In general, this course will have real-world applicability.</li> <li>• The course material will be valuable after I graduate.</li> <li>• The assignments (including reading material, discussion forums, written assignments and assessments) contributed to my understanding of the course material.</li> </ul>				
<p><b>PLO 2 - Analyze the influence and impact of families and communities on a child’s learning and development.</b></p>					
<p><b>MEASURE</b></p>	<p><b>ACCEPTABLE TARGET</b></p>	<p><b>TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b></p>	<p><b>TOTAL NUMBER OF STUDENT RECORDS OBSERVED</b></p>	<p><b>ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b></p>	<p><b>ASSESSMENT RESULTS:</b></p> <ol style="list-style-type: none"> <li>1. EXCEEDS THE ACCEPTABLE TARGET</li> <li>2. MEETS THE ACCEPTABLE TARGET</li> <li>3. DOES NOT MEET THE ACCEPTABLE TARGET</li> <li>4. INSUFFICIENT DATA</li> </ol>

Direct Measure 1: ECE 313 Final Paper	70% or more BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each rubric content criteria.	N/A	N/A	81%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 405 Week 4 Assignment	70% or more BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each rubric content criteria.	N/A	N/A	70%	2. MEETS THE ACCEPTABLE TARGET
Indirect Measure 1: End of Course Survey	<p>70% or more of BA Early Childhood Education students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.”</p> <p>The question used to gauge student satisfaction includes:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course?</li> </ul> <p>70% or more of BA Early Childhood Education students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “Agree” or “Strongly Agree.”</p> <p>The question used to gauge student satisfaction includes:</p> <ul style="list-style-type: none"> <li>• In general, this course will have real-world applicability.</li> <li>• The course material will be valuable after I graduate.</li> <li>• The assignments (including reading</li> </ul>	287	312	92%	1. EXCEEDS THE ACCEPTABLE TARGET

	material, discussion forums, written assignments and assessments) contributed to my understanding of the course material.				
<b>PLO 3</b> Design and assess developmentally appropriate strategies and programs promoting positive development and learning for children.					
<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	70% or more BA Early Childhood Education records must be at the “Proficient” or	N/A	N/A	85%	1. EXCEEDS THE ACCEPTABLE TARGET

	“Distinguished” level on the evaluation of each rubric content criteria.				
Direct Measure 2: ECE 315 Final Paper	70% or more BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each rubric content criteria.	N/A	N/A	78%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: ECE 430 Final Paper	70% or more BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each rubric content criteria.	N/A	N/A	86%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: End of Course Survey	<p>70% or more of BA Early Childhood Education students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.”</p> <p>The question used to gauge student satisfaction includes:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course?</li> </ul> <p>70% or more of BA Early Childhood Education students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “Agree” or “Strongly Agree.”</p>	307	337	91%	1. EXCEEDS THE ACCEPTABLE TARGET

	<p>The question used to gauge student satisfaction includes:</p> <ul style="list-style-type: none"> <li>• In general, this course will have real-world applicability.</li> <li>• The course material will be valuable after I graduate.</li> <li>• The assignments (including reading material, discussion forums, written assignments and assessments) contributed to my understanding of the course material.</li> </ul>				
<b>PLO 4 Identify components of personnel management in the recruiting, hiring, and maintenance of staff in quality child care settings.</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>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 312 Final Project	70% or more BA Early Childhood Education records must be at the “Proficient” or	N/A	N/A	74%	1. EXCEEDS THE ACCEPTABLE TARGET



	<p>“Distinguished” level on the evaluation of each rubric content criteria.</p>				
<p>Indirect Measure 1: End of Course Survey</p>	<p>70% or more of BA Early Childhood Education students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.”</p> <p>The question used to gauge student satisfaction includes:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course?</li> </ul> <p>70% or more of BA Early Childhood Education students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “Agree” or “Strongly Agree.”</p> <p>The question used to gauge student satisfaction includes:</p> <ul style="list-style-type: none"> <li>• In general, this course will have real-world applicability.</li> <li>• The course material will be valuable after I graduate.</li> <li>• The assignments (including reading material, discussion forums, written</li> </ul>	<p>247</p>	<p>271</p>	<p>91%</p>	<p>1. EXCEEDS THE ACCEPTABLE TARGET</p>

	assignments and assessments) contributed to my understanding of the course material.				
<b>PLO 5 - Demonstrate knowledge of fiscal, legal, ethical, and program requirements in a quality child care setting.</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 312 Final Project	70% or more BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each rubric content criteria.	N/A	N/A	74%	1. EXCEEDS THE ACCEPTABLE TARGET

<p>Indirect Measure 1: ECE 430 Final Paper</p>	<p>70% or more BA Early Childhood Education students must meet or exceed a 70% on the ECE 430 Final Project.</p>	<p>900</p>	<p>1092</p>	<p>82%</p>	<p>1. EXCEEDS THE ACCEPTABLE TARGET</p>
<p>Indirect Measure 2: End of Course Survey</p>	<p>70% or more of BA Early Childhood Education students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.”</p> <p>The question used to gauge student satisfaction includes:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course?</li> </ul> <p>70% or more of BA Early Childhood Education students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “Agree” or “Strongly Agree.”</p> <p>The question used to gauge student satisfaction includes:</p> <ul style="list-style-type: none"> <li>• In general, this course will have real-world applicability.</li> <li>• The course material will be valuable after I graduate.</li> <li>• The assignments (including reading material, discussion forums, written</li> </ul>	<p>292</p>	<p>321</p>	<p>91%</p>	<p>1. EXCEEDS THE ACCEPTABLE TARGET</p>

	assignments and assessments) contributed to my understanding of the course material.				
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**OVERALL RECOMMENDATIONS**

Across program learning outcomes, BA Early Childhood Education students exceeded the acceptable targets for all 2012-13 assessment measures. Many students also exceeded or are approaching the ideal targets for 2012-13 assessment measures.

End of Course Survey findings indicate favorable opinions about real-world applicability of courses, value of course materials after graduation, contribution of assignments to understanding of course material, and course quality.

Overall, it is recommended that College of Education Faculty review the assessment plans (including measures used and targets set) in preparation for the 2013-14 assessment cycle. In particular, Faculty may want to review targets set for assignments in courses using Waypoint, those that are not yet using Waypoint, and all survey 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
2	<i>Data will be gathered from the final assignment once the revisions have been completed.</i>	<i>BA ECE faculty and Program Chair</i>	<i>Completed</i>	<i>March 5, 2013</i>
<i>Action Details</i>	<p style="text-align: center;"><i>ECE 313 content and learning activities do not promote effective students' analysis of the influence and impact of families and communities on a child's learning and development.</i></p> <p style="text-align: center;"><i>Revise the content and learning activities in ECE 313 to improve students' performance on the final assignment of the course.</i></p>			