

**BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION ANNUAL ASSESSMENT PLAN & FINDINGS
2016-2017 ACADEMIC YEAR**

	<p>PLO 1 <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>PLO 2 <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>PLO 3 <i>Appropriate Strategies and Programs</i> Design and assess developmentally appropriate strategies and programs promoting positive development and learning for children.</p>	<p>PLO 4 <i>Personnel Management</i> Identify components of personnel management in the recruiting, hiring, and maintenance of staff in quality child care settings.</p>	<p>PLO 5 <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
ECE 214		I	R		R
ECE 332	R		R		
SOC 312	R	R	R		
PED 212		R	R		
ECE 315			R		
ECE 311	R		M		
ECE 335	R	R	R		
ESE 315	R	R	R		
ECE 313		M			
ECE 312	R		R	R	M
ECE 405		R	R		
ECE 430	M	M	M	M	M

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

ANNUAL ASSESSMENT PLAN FINDINGS					
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.					
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 101 Week 2 Assignment	70% or more of BA Early Childhood Education records must be at the "Proficient" or "Distinguished" level on the evaluation of	2077	3408	61%	3. DOES NOT MEET THE ACCEPTABLE TARGET

	each ECE 101 Week 2 Assignment rubric content criteria mapped to PLO 1.				
Direct Measure 2: ECE 311 Final Paper	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 311 Final Paper rubric content criteria mapped to PLO 1.	1386	2007	69%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 3: ECE 312 Week 2 Assignment	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 312 Week 2 Assignment rubric content criteria mapped to PLO 1.	235	347	68%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 4: ECE 332 Final Paper	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 332 Final Paper rubric content criteria mapped to PLO 1.	2145	3017	71%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 5: ECE 430 Week 2 Assignment	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 430 Week 2 Assignment rubric content criteria mapped to PLO 1.	1259	1913	66%	3. DOES NOT MEET THE ACCEPTABLE TARGET
PLO 2 - Analyze the influence and impact of families and communities on a child’s learning and development.					

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Direct Measure 1: ECE 313 Final Paper	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 313 Final Paper rubric content criteria mapped to PLO 2.	1592	1829	84%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 313 Week 1 Assignment	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 313 Week 1 Assignment rubric content criteria mapped to PLO 2.	1856	2466	75%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: ECE 405 Week 3 Assignment 1	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 405 Week 3 Assignment 1 rubric content criteria mapped to PLO 2.	1878	2100	89%	1. EXCEEDS THE ACCEPTABLE TARGET

Indirect Measure 1: ESE 315 Week 2 Assignment	70% or more of BA Early Childhood Education students must score a 70% or above on the ESE 315 Week 2 Assignment.	446	526	85%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 4: SOC 312 Final Project	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each SOC 312 Final Project rubric content criteria mapped to PLO 2.	1601	1930	83%	1. EXCEEDS THE ACCEPTABLE TARGET

PLO 3 Design and assess developmentally appropriate strategies and programs promoting positive development and learning for children.

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Direct Measure 1: ECE 311 Final Paper	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 311 Final Paper rubric content criteria mapped to PLO 3.	1386	2007	69%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 2: ECE 312 Week 2 Assignment	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 312 Week 2 Assignment rubric content criteria mapped to PLO 3.	286	434	66%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 3: ECE 315 Final Project	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 315 Final Project rubric content criteria mapped to PLO 3.	2001	2751	73%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 4: ECE 332 Final Paper	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 332 Final Paper rubric content criteria mapped to PLO 3.	925	1398	66%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 1: ECE 405 Week 1 Assignment	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 405 Week 1 Assignment rubric content criteria mapped to PLO 3.	2069	2304	90%	1. EXCEEDS THE ACCEPTABLE TARGET

Direct Measure 5: ECE Comprehensive Exam – Instructional Strategies Section	70% of BA Early Childhood Education students must score a 60% (Above Average) or higher on the ECE comprehensive exam.	522	807	65%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 6: ECE Comprehensive Exam – Learning Environment Section	70% of BA Early Childhood Education students must score a 60% (Above Average) or higher on the ECE comprehensive exam.	536	807	66%	3. DOES NOT MEET THE ACCEPTABLE TARGET
PLO 4 Identify components of personnel management in the recruiting, hiring, and maintenance of staff in quality child care settings.					
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Indirect Measure 1: ECE 101 Week 4 Journal	70% or more of BA Early Childhood Education students must score a 70% or above on the ECE 101 Week 4 Journal.	836	874	96%	1. EXCEEDS THE ACCEPTABLE TARGET

Direct Measure 1: ECE 312 Final Paper	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 312 Final Paper rubric content criteria mapped to PLO 2.	952	1242	77%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: ECE 312 Week 4 Discussion 1	70% or more of BA Early Childhood Education students must score a 70% or above on the ECE 312 Week 4 Discussion 1.	448	518	87%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 430 Final Project	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 430 Final Project rubric content criteria mapped to PLO 2.	2718	3189	85%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: ECE 430 Week 5 Discussion 2	70% or more of BA Early Childhood Education students must score a 70% or above on the ECE 430 Week 5 Discussion 2.	458	490	94%	1. EXCEEDS THE ACCEPTABLE TARGET

PLO 5 - Demonstrate knowledge of fiscal, legal, ethical, and program requirements in a quality child care setting.

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				ACCEPTABLE TARGET	2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Indirect Measure 1: ECE 101 Final Paper	70% or more of BA Early Childhood Education students must score an 80% or above on the ECE 101 Final Paper.	132	164	81%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: ECE 214 Week 2 Discussion 1	70% or more of BA Early Childhood Education students must score a 70% or above on the ECE 214 Week 2 Discussion 1.	700	769	91%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: ECE 312 Week 1 Discussion 2	70% or more of BA Early Childhood Education students must score a 70% or above on the ECE 312 Week 1 Discussion 2.	480	529	91%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 1: ECE 312 Week 2 Assignment 1	70% or more of BA Early Childhood Education records must be at the “Proficient” or “Distinguished” level on the evaluation of each ECE 312 Week 2 Assignment 1 rubric content criteria mapped to PLO 5.	691	1193	58%	3. DOES NOT MEET THE ACCEPTABLE TARGET

Indirect Measure 4: ECE 430 Week 5 Discussion 2	70% or more of BA Early Childhood Education students must score a 70% or above on the ECE 430 Week 5 Discussion 2.	458	490	94%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE Comprehensive Exam – Leadership and Collaboration	70% of BA Early Childhood Education students must score a 60% (Above Average) or higher on the ECE comprehensive exam.	636	807	79%	1. EXCEEDS THE ACCEPTABLE TARGET

OVERALL RECOMMENDATIONS

Overall, it is recommended that the Program Chair for the Bachelor of Arts in Early Childhood Education review the assessment plans (including measures used, alignment mapping, and targets set) and Curriculum Map in preparation for the 2017-2018 assessment cycle. This will determine the appropriateness of the assignments and mapping for each PLO. In addition, the Program Chair should consider reviewing ECE 101, ECE 311, ECE 312, ECE 430, and ECE 332 as the acceptable targets for PLOs 1, 3, and 5 were not met.

ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT

OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
5	<i>Improved student achievement of PLO 5.</i>	<i>The Program Chair for the Bachelor of Arts in Early Childhood Education and faculty.</i>	<i>Completed</i>	<i>The new capstone is scheduled to go live Spring, 2018.</i>
<i>Action Details</i>	<i>A new capstone experience will be created for students as the last class in this program of study. This course represents a crowning achievement and requires a final project and paper exploring a topic emerging from the student’s individualized program of study. Ultimately, this capstone project represents new work and ideas, and gives students the opportunity to demonstrate the knowledge and skills gained throughout college.</i>			

