

**BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION ANNUAL ASSESSMENT PLAN & FINDINGS  
2017-2018 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
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).

<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 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	3225	4361	74%	1. EXCEEDS 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.	1697	2282	74%	1, EXCEEDS 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.	1947	2754	71%	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 1.	1234	1376	90%	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.	1221	1650	74%	1. EXCEEDS THE ACCEPTABLE TARGET
<b>PLO 2 - Analyze the influence and impact of families and communities on a child’s learning and development.</b>					

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 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.	1750	2050	85%	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.	2036	2760	74%	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.	1556	1829	85%	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.	360	430	84%	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.	2262	3104	73%	1. EXCEEDS THE ACCEPTABLE TARGET

**PLO 3** Design and assess developmentally appropriate strategies and programs promoting positive development and learning 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
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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.	1697	2282	74%	1. EXCEEDS 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.	2357	3444	68%	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.	2190	2887	76%	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.	1088	1334	82%	1. EXCEEDS 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.	2299	2452	94%	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.	329	575	57%	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.	301	575	52%	3. DOES NOT MEET THE ACCEPTABLE TARGET
<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>
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.	817	874	94%	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.	1239	1375	90%	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.	2610	2904	90%	1. EXCEEDS THE ACCEPTABLE TARGET

**PLO 5 - Demonstrate knowledge of fiscal, legal, ethical, and program requirements in a quality child care 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
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					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.	493	553	89%	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.	796	1354	59%	3. DOES NOT MEET 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.	265	575	46%	3. DOES NOT MEET 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 2018-2019 assessment cycle. This will determine the appropriateness of the assignments and mapping for each PLO. In addition, the Program Chair should consider reviewing ECE 312 and ECE 313 as the acceptable targets for PLOs 2 and 5 were not met.

**ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT**

OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
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<b>Create New Program Learning Outcomes</b>	<b>The goal of this is to improve student achievement of all PLOs.</b>	<b>The Program Chair for the Bachelor of Arts in Early Childhood Education and faculty.</b>	<b>Completed</b>	<b>The new PLOs for the Bachelor of Arts in Early Childhood Education will be implemented for the 2018-19 academic year.</b>
<i>Action Details</i>	<b>In order to improve student achievement, all PLOs will be revised.</b>			
<b>OUTCOME</b>	<b>MEASURE</b>	<b>KEY/RESPONSIBLE PERSONNEL</b>	<b>STATUS</b>	<b>ANTICIPATED DATE OF COMPLETION</b>
<b>Confirmation of All Assessment Measure for 2018-2019 Assessment Cycle</b>	<b>The goal of this action is to ensure that all measures/key assignments identified in the Bachelor of Arts in Early Childhood Education 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.</b>	<b>The Program Chair for the Bachelor of Arts in Early Childhood Education and faculty.</b>	<b>Completed</b>	<b>2018-2019 Assessment Cycle</b>
<i>Action Details</i>	<b>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.</b>			