

BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION ADMINISTRATION ANNUAL ASSESSMENT PLAN &
FINDINGS
2010-2011 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>Learning and Development</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>Leadership Principles</i> Apply leadership principles in directing and managing a child care setting.</p>	<p>PLO 5 <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 6 <i>Administrating Child Care Settings</i> Demonstrate knowledge of fiscal, legal, ethical, and program requirements in administrating quality child care settings..</p>
ECE 101	I	I	I			
ECE 214		I			I	I
ECE 332	R	R				
SOC 312	R	M	R			R
ECE 311	R		M			
ESE 315	M		M			
ECE 313		M	R			
ECE 312					R	R
MGT 380				I		
MGT 415				R		
MGT 435				R	R	R
BUS 303					M	M



ECE 430	M	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
Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that	15	22	68%	3. DOES NOT MEET THE ACCEPTABLE TARGET

	their Ashford University degree has contributed to career success.				
Direct Measure 1: ECE 332 Final Research Paper	100% (of the sample selected) must score 70% or higher on the final research paper identifying stages of development and appropriate activities for children.	271	314	86%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 2: ECE 430 Capstone Project	100% (of the sample selected) must score 70% or higher on the final capstone project by developing a curriculum plan for a one week period using the knowledge of child development principles learned.	263	289	91%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 2: 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.	3097	3507	88%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: Upper Division Coursework GPA	70% or higher must meet or exceed 2.5.	410	484	85%	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:	ASSESSMENT RESULTS:
---------	-------------------	---	-------------------------	---------------------	---------------------

		ACCEPTABLE TARGET	RECORDS OBSERVED	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
Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	15	22	68%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 1: ECE 214 Final Project	100% (of the sample selected) must score 70% or higher on the final power point presentation designed as a training for an early childhood education program including strategies to involve families and communities, exemplifying the impact both have on a child's learning and development.	346	399	87%	3. DOES NOT MEET THE ACCEPTABLE TARGET

Office of Learning Assessment and Program Review

Direct Measure 2: ECE 313 Final Paper	100% (of the sample selected) students must score 70% or higher on the final paper, addressing the theories, and concepts that influence behaviors in a child’s learning and development.	283	330	86%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 2: 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.	3097	3507	88%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	410	484	85%	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
Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	15	22	68%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 1: ECE 311 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper in which the student designs curriculum to be implemented for a specific development stage using an appropriate strategy to promote a positive learning environment.	279	348	80%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 2: ESE 315 Final Paper	100% (of the sample selected) must score 70% or higher on the final project by completing a plan for a classroom that creates an ideal learning environment for a diverse classroom, including strategies that are appropriate for students at a particular development stage.	225	265	85%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 2: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the end of course survey that assesses the students'	3097	3507	88%	1. EXCEEDS THE ACCEPTABLE TARGET

	impressions about their major area proficiency.				
Direct Measure 3: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	410	484	85%	1. EXCEEDS THE ACCEPTABLE TARGET
PLO 4 Apply leadership principles in directing and managing a 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	1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	15	22	68%	3. DOES NOT MEET THE ACCEPTABLE TARGET

Direct Measure 1: MGT 380 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper which explains the applications and demonstrations students have incorporated in a leadership role; specifically as it relates to child care.	271	307	88%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 2: MGT 415 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper describing the importance of leadership principles in a child care setting and applying those concepts in their current position.	264	297	89%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 2: 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.	3097	3507	88%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	410	484	85%	1. EXCEEDS THE ACCEPTABLE TARGET

PLO 5 - Identify components of personnel management in the recruiting, hiring, and maintenance of staff in quality child care settings.

MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS	ASSESSMENT RESULTS:
---------	-------------------	---	--	---	---------------------

		ACCEPTABLE TARGET		MEETING ACCEPTABLE TARGET	1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	15	22	68%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 1: BUS 303 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper identifying the main components of human resources management as it specifically relates to recruiting, hiring, and maintenance of staff in quality child care settings.	314	342	92%	3. DOES NOT MEET THE ACCEPTABLE TARGET

Direct Measure 2: ECE 430 Capstone Final Project	100% (of the sample selected) must score 70% or higher on the final capstone project by successfully responding to a scenario that places the student in the position of a preschool teacher who (among other responsibilities) is required to incorporate components of personnel management.	263	289	91%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 2: 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.	3097	3507	88%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	410	484	85%	1. EXCEEDS THE ACCEPTABLE TARGET

PLO 6 - Apply professional and ethical practice aligned to national standards to include critical thinking, individual reflection, and collaboration.

MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING	ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET
---------	-------------------	---	--	---	--

				ACCEPTABLE TARGET	2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	15	22	68%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 1: ECE 312 Final Summative Assignment	100% (of the sample selected) must score 70% or higher on the final summative proposal for the development of an early childhood education program, which must include a plan for the fiscal, legal, ethical and program requirements associated with administrating a quality child care plan.	12	13	92%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 2: ECE 430 Capstone Final Project	100% (of the sample selected) must score 70% or higher on the final capstone project which demonstrates knowledge of the fiscal, legal, ethical and program requirements associated with administrating a quality child	263	289	91%	3. DOES NOT MEET THE ACCEPTABLE TARGET

	care plan by responding to the assigned scenario.				
Indirect Measure 2: 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.	3097	3507	88%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	410	484	85%	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 332 and rigor in ECE 430.
- 1.2 Improve student learning by identifying learning patterns where students experience common difficulty with ECE 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 Raise demonstration of student mastery to 100% of students enrolled earn 70% or higher on the Capstone Final Assignment(s).
- 1.6 Include the Peregrine Academic Services ECE comprehensive exam as another evidence of student mastery.
- 1.7 Survey associate faculty to qualitatively assess gaps in curriculum and assignments.
- 1.8 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.
- 1.9 Implement more meaningful indirect measures that are specific to Program Learning Outcome 1 for the Bachelor of Arts in Early Childhood Education Administration.

Program Learning Outcome 2 Recommendations:

- 2.1 Review course and course resources to increase student performance in ECE 214 and rigor in ECE 313.

- 2.2 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.
- 2.3 Raise demonstration of student mastery level 5% within year of course improvements.
- 2.4 Include additional assessment components and peer review to further evaluate student work.
- 2.5 Implement a Waypoint rubric in ECE 313.
- 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 Early Childhood Education Administration.

Program Learning Outcome 3 Recommendations:

- 3.1 Review course and course resources to increase student performance in ECE 311 and ECE 315.
- 3.2 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.
- 3.3 Raise demonstration of student mastery level 5% within year of course improvements.
- 3.4 Develop a Waypoint rubricS for ECE 311 and ECE 315.
- 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 Childhood Education Administration.

Program Learning Outcome 4 Recommendations:

- 4.1 Cross collaboration with the College of Business regarding courses that reside in multiple programs across colleges.

Program Learning Outcome 5 Recommendations:

- 5.1 Review course and course resources to increase student performance and rigor in ECE 430.
- 5.2 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.
- 5.3 Raise demonstration of student mastery level 5% within year of course improvements.
- 5.4 Include a budget simulation, exercise, or assignment.
- 5.5 Raise demonstration of student mastery to 100% of students enrolled earn 70% or higher on the Capstone Final Assignment(s).
- 5.6 Cross collaboration with the College of Business regarding courses that reside in multiple programs across colleges.
- 5.7 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.
- 5.8 Implement more meaningful indirect measures that are specific to Program Learning Outcome 5 for the Bachelor of Arts in Early Childhood Education Administration.

Childhood Education Administration.

Program Learning Outcome 6 Recommendations:

6.1 Review course and course resources to increase student performance and rigor in ECE 430 and ECE 312.
 6.2 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.
 6.3 Raise demonstration of student mastery level 5% within year of course improvements.
 6.4 Include a budget simulation, exercise, or assignment.
 6.5 Raise demonstration of student mastery to 100% of students enrolled earn 70% or higher on the Capstone Final Assignment(s).
 6.6 Implement a Waypoint rubric in ECE 312.
 6.7 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.
 6.8 Implement more meaningful indirect measures that are specific to Program Learning Outcome 6 for the Bachelor of Arts in Early Childhood Education Administration.

ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT				
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
1	<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
1	<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>	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.			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
1	Timelines	Program Manager, Faculty Chair	Completed	Ongoing
<i>Action Details</i>	Monitor externally controlled course improvement efforts. Waypoint rubric implementation, Quality Matters certification, and Constellation online textbook development.			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
1	Improvement in key assignment and comprehensive exam scores	Executive Dean, Full time faculty	Not Implemented	02/2012; ongoing
<i>Action Details</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.			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
1	Continuous Improvement Plan	Faculty Chair	Completed	05/2012
<i>Action Details</i>	Develop a Continuous Improvement Plan for the 2011-2012 assessment cycle.			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
1	Improvement in key assignment scores	Program Manager, Instructional Designer, Instructional Specialists	Completed	09/2011
<i>Action Details</i>	Implement improved process for selecting subject matter experts for course and rubric development.			

OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
2	<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
2	<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
2	<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
2	<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
2	<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
2	<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
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	Review results and feedback. Professional Development resources.	Full time faculty	Completed	Commencing 01/2012; ongoing
<i>Action Details</i>	Systematically evaluate instruction using Peer Faculty Review Rubric and provide feedback to instructors.			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
4	Relevant reports, improvements in key assignment and comprehensive exam scores	Faculty Chair, Course Development Team, Curriculum Coordinator	Completed	Ongoing
<i>Action Details</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.			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
4	Timelines	Program Manager, Faculty Chair	Completed	Ongoing
<i>Action Details</i>	Monitor externally controlled course improvement efforts. Waypoint rubric implementation, Quality Matters certification, and Constellation online textbook development.			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
4	Improvement in key assignment and comprehensive exam scores	Executive Dean, Full time faculty	Not Implemented	02/2012; ongoing
<i>Action Details</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.			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION

4	Continuous Improvement Plan	Faculty Chair	Completed	05/2012
<i>Action Details</i>	Develop a Continuous Improvement Plan for the 2011-2012 assessment cycle.			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
4	Improvement in key assignment scores	Program Manager, Instructional Designer, Instructional Specialists	Completed	09/2011
<i>Action Details</i>	Implement improved process for selecting subject matter experts for course and rubric development.			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
5	Review results and feedback. Professional Development resources.	Full time faculty	Completed	Commencing 01/2012; ongoing
<i>Action Details</i>	Systematically evaluate instruction using Peer Faculty Review Rubric and provide feedback to instructors.			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
5	Relevant reports, improvements in key assignment and comprehensive exam scores	Faculty Chair, Course Development Team, Curriculum Coordinator	Completed	Ongoing
<i>Action Details</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.			
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
5	<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
5	<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
6	<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>	Systematically evaluate instruction using Peer Faculty Review Rubric and provide feedback to instructors.			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
6	Relevant reports, improvements in key assignment and comprehensive exam scores	Faculty Chair, Course Development Team, Curriculum Coordinator	Completed	Ongoing
<i>Action Details</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.			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
6	Timelines	Program Manager, Faculty Chair	Completed	Ongoing
<i>Action Details</i>	Monitor externally controlled course improvement efforts. Waypoint rubric implementation, Quality Matters certification, and Constellation online textbook development.			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
6	Improvement in key assignment and comprehensive exam scores	Executive Dean, Full time faculty	Not Implemented	02/2012; ongoing
<i>Action Details</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.			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
6	Continuous Improvement Plan	Faculty Chair	Completed	05/2012
<i>Action Details</i>	Develop a Continuous Improvement Plan for the 2011-2012 assessment cycle.			

OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
6	<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>			