

BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION ADMINISTRATION ANNUAL ASSESSMENT PLAN &
FINDINGS
2012-2013 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>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			I
ECE 214	I	I	I			I
ECE 332	R	R	R			
SOC 312	R	R				I
ECE 311	R		M			
ESE 315	R		R			I
ECE 313		M				
ECE 312	R	R	R	I	I	R
MGT 380				R		
MGT 415				R	R	
MGT 435				M	R	



BUS 303				M	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
Direct Measure 1: ECE 311 Final Paper	70% or more BA Early Childhood Education Administration records must be at the	N/A	N/A	83%	1. EXCEEDS THE ACCEPTABLE TARGET

	“Proficient” or “Distinguished” level on the evaluation of each rubric content criteria.				
Direct Measure 2: ECE 332 Final Paper	70% or more BA Early Childhood Education Administration records must be at the “Proficient” or “Distinguished” level on the evaluation of each rubric content criteria.	N/A	N/A	72%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: ECE 430 Capstone Project	70% or more BA Early Childhood Education Administration records must be at the “Proficient” or “Distinguished” level on the evaluation of each rubric content criteria.	N/A	N/A	90%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: End of Course Survey	<p>70% or more of BA Early Childhood Education Administration 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 is:</p> <ul style="list-style-type: none"> • How would you rate the quality of the course material? 	44	48	92%	1. EXCEEDS THE ACCEPTABLE TARGET

	<p>In addition, 70% or more of 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 questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> • In general, this course will have real-world applicability. • The course material will be valuable after I graduate. • The assignments (including reading material, discussion forums, written assignments and assessments) contributed to my understanding of the course material. 				
<p>PLO 2 - Analyze the influence and impact of families and communities on a child’s learning and development.</p>					
<p>MEASURE</p>	<p>ACCEPTABLE TARGET</p>	<p>TOTAL NUMBER OF STUDENT</p>	<p>TOTAL NUMBER OF</p>	<p>ASSESSMENT RESULTS:</p>	<p>ASSESSMENT RESULTS:</p>

		RECORDS MEETING ACCEPTABLE TARGET	STUDENT 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
Direct Measure 1: ECE 313 Final Paper	70% or more BA Early Childhood Education Administration records must be at the “Proficient” or “Distinguished” level on the evaluation of each rubric content criteria.	N/A	N/A	93%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: End of Course Survey	<p>70% or more of BA Early Childhood Education Administration 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 is:</p>	43	52	83%	1. EXCEEDS THE ACCEPTABLE TARGET

	<ul style="list-style-type: none"> • How would you rate the quality of the course material? <p>In addition, 70% or more of 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 questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> • In general, this course will have real-world applicability. • The course material will be valuable after I graduate. • The assignments (including reading material, discussion forums, written assignments and assessments) contributed to my understanding of the course material. 				
--	---	--	--	--	--

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
Direct Measure 1: ECE 311 Final Paper	70% or more BA Early Childhood Education Administration students must score 80% or higher on the ECE 311 Final Paper.	N/A	N/A	83%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 430 Capstone Project	70% or more BA Early Childhood Education Administration students must on the evaluation of each rubric content criteria.	N/A	N/A	90%	1. EXCEEDS THE ACCEPTABLE TARGET

<p>Indirect Measure 1: End of Course Survey</p>	<p>70% or more of BA Early Childhood Education Administration 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 is:</p> <ul style="list-style-type: none"> • How would you rate the quality of the course material? <p>In addition, 70% or more of 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 questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> • In general, this course will have real-world applicability. 	<p>60</p>	<p>65</p>	<p>92%</p>	<p>1. EXCEEDS THE ACCEPTABLE TARGET</p>
---	---	-----------	-----------	------------	---

	<ul style="list-style-type: none"> • The course material will be valuable after I graduate. • The assignments (including reading material, discussion forums, written assignments and assessments) contributed to my understanding of the course material. 				
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
Direct Measure 1: ECE 312 Final Project	70% or more BA Early Childhood Education Administration students must on the evaluation of each rubric content criteria.	N/A	N/A	76%	1. EXCEEDS THE ACCEPTABLE TARGET

<p>Indirect Measure 1: End of Course Survey</p>	<p>70% or more of BA Early Childhood Education Administration 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 is:</p> <ul style="list-style-type: none"> • How would you rate the quality of the course material? <p>In addition, 70% or more of 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 questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> • In general, this course will have real-world applicability. 	<p>53</p>	<p>58</p>	<p>91%</p>	<p>1. EXCEEDS THE ACCEPTABLE TARGET</p>
---	---	-----------	-----------	------------	---

	<ul style="list-style-type: none"> • The course material will be valuable after I graduate. • The assignments (including reading material, discussion forums, written assignments and assessments) contributed to my understanding of the course material. 				
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 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 312 Final Project	70% or more BA Early Childhood Education Administration 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
Indirect Measure 1: End of Course Survey	<p>70% or more of BA Early Childhood Education Administration 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 is:</p> <ul style="list-style-type: none"> • How would you rate the quality of the course material? <p>In addition, 70% or more of 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>	59	72	82%	1. EXCEEDS THE ACCEPTABLE TARGET

	<p>The questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> • In general, this course will have real-world applicability. • The course material will be valuable after I graduate. • The assignments (including reading material, discussion forums, written assignments and assessments) contributed to my understanding of the course material. 				
<p>PLO 6 - Apply professional and ethical practice aligned to national standards to include critical thinking, individual reflection, and collaboration.</p>					
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
Direct Measure 1: ECE 312 Final Project	70% or more BA Early Childhood Education Administration 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
Indirect Measure 1: End of Course Survey	70% or more of BA Early Childhood Education Administration 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." The question used to gauge student satisfaction is:	59	72	82%	1. EXCEEDS THE ACCEPTABLE TARGET

	<ul style="list-style-type: none"> • How would you rate the quality of the course material? <p>In addition, 70% or more of 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 questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> • In general, this course will have real-world applicability. • The course material will be valuable after I graduate. • The assignments (including reading material, discussion forums, written assignments and assessments) contributed to my understanding of the course material. 				
OVERALL RECOMMENDATIONS					

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

End of Course Survey findings indicate mostly 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.

ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT

OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
3	<i>Data will be gathered from the final assignment once the revisions have been completed.</i>	<i>BA ECEA Faculty and Program Chair</i>	<i>Completed</i>	<i>January 8, 2013</i>
<i>Action Details</i>	<p><i>In ECE 311 students do not have ample opportunities to practice designing and assessing developmentally appropriate strategies and programs to promote positive development and learning for young children.</i></p> <p><i>Revise content and assessment in ECE 311 to achieve a higher level of students' performance on the final assignment of the course.</i></p>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
4	<i>Data will be gathered from the final assignment once the revisions have been completed.</i>	<i>BA ECEA Faculty and Program Chair</i>	<i>Completed</i>	<i>May 7, 2013</i>
<i>Action Details</i>	<p><i>In ECE 312 students do not demonstrate an effective application of leadership principles in directing and managing a child care setting.</i></p>			

	<p><i>Revise ECE 312 content and assessments to improve students' leadership skills in child care administration.</i></p>
--	--