

BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION ADMINISTRATION ANNUAL ASSESSMENT PLAN &  
FINDINGS  
2014-2015 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>Leadership Principles</i>                      Apply leadership principles in directing and managing a child care setting.</p>	<p><b>PLO 5</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 6</b>  <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	R			R
ECE 332	R		R			
SOC 312	R	R	R			
ECE 311	R		M			
ESE 315	R	R	R	R		
ECE 313		M		R		
ECE 312	R		R	R	R	M
MGT 380				M		
MGT 415				M		
MGT 435				M	M	M



BUS 303					M	M
ECE 430	M	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% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	639	959	67%	3. DOES NOT MEET THE ACCEPTABLE TARGET

Direct Measure 2: ECE 214 Week 1 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	421	552	76%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: ECE 311 Final Paper	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	520	660	79%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 4: ECE 312 Week 2 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	523	824	64%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 5: ECE 332 Final Project	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	644	907	71%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 6: ECE 430 Week 2 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	370	573	65%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 7: SOC 312 Week 3 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	298	368	81%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: ESE 315 Week 2 Discussion 2	70% of students must score 80% or higher on the ESE 315 Week 2 Discussion 2.	181	208	87%	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>					
<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 313 Final Project	70% of students must be at the "Proficient" level or above on the evaluation of each rubric content criteria.	521	636	82%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 430 Final Project	70% of students must be at the "Proficient" level or above on the evaluation of each rubric content criteria.	964	1144	84%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: SOC 312 Final Project	70% of students must be at the "Proficient" level or above on the evaluation of each rubric content criteria.	239	311	77%	1. EXCEEDS THE ACCEPTABLE TARGET

Indirect Measure 1: ECE 214 Week 4 Assignment	70% or more of BA Early Childhood Education Administration students must score an 80% or above on the ECE 214 Week 4 Assignment.	175	215	81%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: ECE 311 Week 3 Discussion 1	70% of students must score 80% or higher on the ECE 311 Week 3 Discussion 1.	219	239	92%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: ESE 315 Week 2 Assignment	70% or more of BA Early Childhood Education Administration students must score an 80% or above on the ESE 315 Week 2 Assignment.	173	205	84%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 4: SOC 312 Week 1 Discussion 2	70% of students must score 80% or higher on the SOC 312 Week 1 Discussion 2.	213	261	82%	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
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					<b>3. DOES NOT MEET THE ACCEPTABLE TARGET</b>  <b>4. INSUFFICIENT DATA</b>
Direct Measure 1: ECE 311 Final Paper	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	520	660	79%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 315 Final Paper	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	105	129	81%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: ECE 332 Final Project	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	287	456	63%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 4: ECE Comprehensive Exam Score – Instructional Strategies Section	70% of BA Early Childhood Education Administration students must score at 60% (Above Average) or higher on the ECE comprehensive exam.	127	196	65%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 5: ECE Comprehensive Exam Score – Learning Environment Section	70% of BA Early Childhood Education Administration students must score at 60% (Above Average) or higher on the ECE comprehensive exam.	135	196	69%	3. DOES NOT MEET THE ACCEPTABLE TARGET



Direct Measure 6: SOC 312 Week 3 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	456	555	82%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: ECE 101 Week 3 Discussion 1	70% of students must score 80% or higher on the ECE 101 Week 3 Discussion 1.	212	244	87%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: ECE 214 Week 4 Discussion 2	70% of students must score 80% or higher on the ECE 214 Week 4 Discussion 2.	184	216	85%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: ECE 430 Week 1 Discussion 1	70% of students must score 80% or higher on the ECE 430 Week 1 Discussion 1.	186	204	91%	1. EXCEEDS THE ACCEPTABLE TARGET
<b>PLO 4 Apply leadership principles in directing and managing a 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>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 Comprehensive Exam Score – Professional Learning and Ethical Practice Section	70% of BA Early Childhood Education Administration students must score at 60% (Above Average) or higher on the ECE comprehensive exam.	144	196	74%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 312 Final Project	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	386	447	86%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: MGT 380 Final Paper	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	144	223	65%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 4: MGT 415 Final Paper	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	260	372	70%	2. MEETS THE ACCEPTABLE TARGET
Indirect Measure 1: ECE 311 Week 3 Assignment	70% or more of BA Early Childhood Education Administration students must score an 80% or above on the ECE 311 Week 3 Assignment.	194	236	82%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: ECE 312 Week 4 Assignment	70% or more of BA Early Childhood Education Administration students must score an 80% or above on the ECE 312 Week 4 Assignment.	207	228	91%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: ECE 313 Week 4 Assignment	70% or more of BA Early Childhood Education Administration students must score an 80% or above on the ECE 313 Week 4 Assignment.	181	228	79%	1. EXCEEDS THE ACCEPTABLE TARGET

Indirect Measure 4: ESE 315 Week 3 Assignment	70% or more of BA Early Childhood Education Administration students must score an 80% or above on the ESE 315 Week 3 Assignment.	147	203	72%	1. EXCEEDS THE ACCEPTABLE TARGET
<b>PLO 5 - Identify components of personnel management in the recruiting, hiring, and maintenance of staff in quality child care settings.</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: BUS 303 Reflective Paper	70% of students must be at the "Proficient" level or above on the evaluation of each rubric content criteria.	326	425	77%	1. EXCEEDS THE ACCEPTABLE TARGET

Direct Measure 2: ECE 430 Final Project	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	962	1157	83%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: ECE Comprehensive Exam Score – Leadership and Collaboration Section	70% of BA Early Childhood Education Administration students must score at 60% (Above Average) or higher on the ECE comprehensive exam.	160	196	82%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: ECE 101 Week 4 Journal	70% of students must score 80% or higher on the ECE 101 Week 4 Journal.	180	227	79%	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 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: BUS 303 Reflective Paper	70% or more of BA Early Childhood Education Administration students must score an 80% or above on the BUS 303 Reflective Paper.	195	238	82%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: ECE 101 Final Paper	85% or more of BA Early Childhood Education Administration students must score an 80% or above on the ECE 101 Final Paper.	186	225	83%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 3: ECE 214 Week 2 Discussion 1	70% of students must score 80% or higher on the ECE 214 Week 2 Discussion 1.	207	227	91%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 4: ECE 312 Week 2 Assignment 1	70% or more of BA Early Childhood Education Administration students must score an 80% or above on the ECE 312 Week 2 Assignment 1.	161	230	70%	2. MEETS THE ACCEPTABLE TARGET

**OVERALL RECOMMENDATIONS**

Across program learning outcomes, BA Early Childhood Education Administration students met or exceeded the acceptable and ideal targets for most 2014-15 assessment measures. Students did not meet seven direct measures for the 2014-15 assessment cycle. It is highly recommended that College of Education faculty investigate the key assignments chosen for the aforementioned PLOs: PLO 1: the ECE 101 Week 2 Assignment, ECE 312 Week 2 Assignment, ECE 332 Final Paper, and ECE 430 Week 2 Assignment measures. PLO 3: the ECE 332 Final Paper. PLO 4: the MGT 380 Final Paper and the MGT 415 Final Paper. Two of the four ECE Comprehensive Exam targets were not met.

Overall, it is recommended that College of Education Administration Faculty review the assessment plans (including measures used and targets set) in preparation for the 2015-16 assessment cycle. In particular, Faculty may want to review targets set for assignments in courses that

began using Waypoint in the 2014-2015 assessment cycle and all indirect measures to ensure that these targets remain appropriate and meaningful.

<b>ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT</b>				
<b>OUTCOME</b>	<b>MEASURE</b>	<b>KEY/RESPONSIBLE PERSONNEL</b>	<b>STATUS</b>	<b>ANTICIPATED DATE OF COMPLETION</b>
<b>1</b>	<p><i>The ECE 312 Week Two Assignment is proposed to be changed to more accurately reflect curriculum decisions made by administrators. Learners will have a better understanding of curriculum decisions that impact programming and staff.</i></p> <p><i>After the revisions, students will be performing at or above the acceptable target of 70% or above as graded by the rubric.</i></p>	<b>BA ECEA Program Chair</b>	<b>Completed</b>	<b>Q4 2016</b>
<i>Action Details</i>	<p><i>It is proposed that criteria be added to the ECE 312 Week 2 Assignment that is more consistent with course learning outcomes. In addition, it is proposed that the Bloom's verbs used for CLO's 1 and 4 be changed to improve measurability.</i></p>			

OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
6	<p><i>The ECE 312 Week Two Assignment is proposed to be changed to more accurately reflect curriculum decisions made by administrators. Learners will have a better understanding of curriculum decisions that impact programming and staff.</i></p> <p><i>After the revisions, students will be performing at or above the acceptable target of 70% or above as graded by the rubric.</i></p>	BA ECEA Program Chair	Completed	Q4 2016
Action Details	<p><i>It is proposed that criteria be added to the ECE 312 Week 2 Assignment that is more consistent with course learning outcomes. In addition, it is proposed that the Bloom's verbs used for CLO's 1 and 4 be changed to improve measurability.</i></p>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
Operational Outcome	<p><i>The goal of this action is to ensure that all measures/key assignments</i></p>	BA ECEA Program Chair	Completed	June 2016

	<p><b><i>identified in the BA ECEA 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.</i></b></p>			
<p><b><i>Action Details</i></b></p>	<p><b><i>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.</i></b></p> <p><b><i>Review mapping and targets to ensure that the assignments in these courses are aligned to the BA ECEA Program Learning Outcomes, and that all measures and key assignments identified in the BA ECEA Assessment Plan are appropriate and should continue to be used as measures moving forward (2015-2016 Assessment Cycle).</i></b></p>			