

**BACHELOR OF ARTS IN EDUCATION STUDIES ANNUAL ASSESSMENT PLAN & FINDINGS**  
**2010-2011 ACADEMIC YEAR**

	<p><b>PLO 1</b> <i>Design Effective Curriculum and Instruction</i>  <i>Design effective curriculum, instruction and assessment to meet the needs of diverse learners.</i></p>	<p><b>PLO 2</b> <i>Child and Adolescent Development</i>  <i>Demonstrate knowledge of child and adolescent development in the cognitive, social, physical, and emotional domains.</i></p>	<p><b>PLO 3</b> <i>Unique Needs of Special Learners</i>  <i>Identify the unique needs of special learners and adapt curriculum and instruction to meet these needs.</i></p>	<p><b>PLO 4</b> <i>Standards, Instruction and Assessment</i>  <i>Apply alignment practices of standards, instruction and assessment to identified academic, district and state standards, goals and priorities as part of the planning and material selection process.</i></p>	<p><b>PLO 5</b> <i>Research Skills</i>  <i>Apply foundational research skills to a topic of interest in an area of education.</i></p>
PSY 104		I			I
EDU 304	I	R	I	I	
EDU 324/HIS 324	R	R	R		R
ESE 370/PSY 370	R				
EDU 372/PSY 372	R		R	R	
EDU 321	R		R	R	
EDU 371	R		R	R	
EDU 381	R		R	R	
EDU 382	R		M	R	
EDU 352	R			R	
EDU 498	M	M	M	M	M

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

<b>ANNUAL ASSESSMENT PLAN FINDINGS</b>					
<b>PLO 1 - Design effective curriculum, instruction and assessment to meet the needs of diverse learners.</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: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	N/A	N/A	N/A	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.	N/A	N/A	N/A	4. INSUFFICIENT DATA
Indirect Measure 2: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the exit survey that assesses the students' impressions about their major area proficiency.	N/A	N/A	N/A	4. INSUFFICIENT DATA

**PLO 2 - Demonstrate knowledge of child and adolescent development in the cognitive, social, physical, and emotional domains.**

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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<b>PLO 3 Identify the unique needs of special learners and adapt curriculum and instruction to meet these needs.</b>					
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				ACCEPTABLE TARGET	2. MEETS THE ACCEPTABLE TARGET  3. DOES NOT MEET THE ACCEPTABLE TARGET  4. INSUFFICIENT DATA
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PLO 4 Apply alignment practices of standards, instruction and assessment to identified academic, district and state standards, goals and priorities as part of the planning and material selection process.					
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**OVERALL RECOMMENDATIONS**

It is recommended that the College of Education faculty review program learning outcomes, curriculum map, and assessment plan to ensure student learning can be effectively measured, program learning outcomes are accurately mapped to program course sequence, and targets are appropriately set. In addition, faculty should work closely with the College of Education assessment analyst to examine additional measurement opportunities and work to increase precision of existing measures (e.g., through Waypoint rubric implementation). Lastly, additional data should be gathered, increasing sample size and improving the accuracy and generalizability of findings.

<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>	<b><i>Program Assessment Plan</i></b>	<b><i>Faculty Chair, College of Education Faculty.</i></b>	<b><i>Completed</i></b>	<b><i>Fall 2011</i></b>
<b><i>Action Details</i></b>	<b><i>A Program Assessment Plan will be developed for the 2011-2012 Assessment Cycle.</i></b>			



<b>2</b>	<b>Program Assessment Plan</b>	<b>Faculty Chair, College of Education Faculty.</b>	<b>Completed</b>	<b>Fall 2011</b>
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<b>3</b>	<b>Program Assessment Plan</b>	<b>Faculty Chair, College of Education Faculty.</b>	<b>Completed</b>	<b>Fall 2011</b>
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