

**BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION ANNUAL ASSESSMENT PLAN & FINDINGS  
2020-2021 ACADEMIC YEAR**

	<i>PLO 1</i> Summarize principles of child development including cognitive, physical, linguistic, social-emotional and affective domains that define healthy, respectful, supportive, and developmentally stimulating environments for children.	<i>PLO 2</i> Design developmentally appropriate teaching strategies to implement professional learning standards and curriculum, focused on meeting the academic and developmental needs of children.	<i>PLO 3</i> Justify the goals, benefits, and responsible use of observation, documentation, and assessment strategies in working with families, colleagues, and communities to determine appropriate learning methods for children.	<i>PLO 4</i> Analyze effective strategies that focus on collaboration and communication with families, communities, and colleagues to foster positive and supportive relationships that impact learning and development of children.	<i>PLO 5</i> Analyze the principles of equity, pedagogy, and inclusivity to meet the needs of typically and atypically developing children, as well as culturally and linguistically diverse children and their families.	<i>PLO 6</i> Promote ethical standards through reflective practice and collaboration, critical application of current research and theories, and identification as an early childhood professional and leader while continually advocating on behalf of children and families.
EDU 100	I	I	I	I	I	I
ECE 101	I	I	I	I	I	I
ECE 214	I	I		I		I
ECE 332	R	R			R	
ECE 355	R		R	R	R	R
ECE 315	R	R	R	R	R	
ECE 335						
ECD 310		R	R		R	R
ECE 313				R	R	R
ECE 312	M	M	M			

<i>ECE 405</i>	<b>M</b>	<b>M</b>		<b>M</b>	<b>M</b>	<b>M</b>
<i>ECE 207</i>		<b>M</b>	<b>M</b>	<b>M</b>		<b>M</b>
<i>EDU 499</i>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>

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

<b>ANNUAL ASSESSMENT PLAN FINDINGS</b>					
<b>PLO 1 - Summarize principles of child development including cognitive, physical, linguistic, social-emotional and affective domains that define healthy, respectful, supportive, and developmentally stimulating environments 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 332 Final Project	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	2362	2889	81.76%	1. EXCEEDS THE ACCEPTABLE TARGET

Direct Measure 2: ECE 405 Week 1 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	1248	1509	82.70%	1. EXCEEDS THE ACCEPTABLE TARGET
<b>PLO 2 - Design developmentally appropriate teaching strategies to implement professional learning standards and curriculum, focused on meeting the academic and developmental needs of children.</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 405 Week 2 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	1082	1552	69.72%	3. DOES NOT MEET THE ACCEPTABLE TARGET

Direct Measure 2: ECE Comprehensive Exam – Instructional Strategies	70% of BA Early Childhood Education students must score a 60% (Above Average) or higher on the ECE comprehensive exam.	397	711	55.84%	3. DOES NOT MEET THE ACCEPTABLE TARGET
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**PLO 3** Justify the goals, benefits, and responsible use of observation, documentation, and assessment strategies in working with families, colleagues, and communities to determine appropriate learning methods 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 315 Week 3 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	3113	4075	76.39%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE Comprehensive Exam – Assessment Section	70% of BA Early Childhood Education students must score a 60% (Above Average) or higher on the ECE comprehensive exam.	363	711	51.05%	3. DOES NOT MEET THE ACCEPTABLE TARGET
<b>PLO 4: Analyze effective strategies that focus on collaboration and communication with families, communities, and colleagues to foster positive and supportive relationships that impact learning and development of 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>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 313 Final Project	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	2096	2411	86.93%	1. EXCEEDS THE ACCEPTABLE TARGET

Direct Measure 2: ECE 355 Final Project	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	571	667	85.61%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: ECE 405 Final Paper	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	2298	2826	81.31%	1. EXCEEDS THE ACCEPTABLE TARGET

**PLO 5 - Analyze the principles of equity, pedagogy, and inclusivity to meet the needs of typically and atypically developing children, as well as culturally and linguistically diverse children and their families.**

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 405 Final Paper	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	2770	3394	81.61%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 405 Week 3 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	504	561	89.84%	1. EXCEEDS THE ACCEPTABLE TARGET

***PLO 6 - PROMOTE ETHICAL STANDARDS THROUGH REFLECTIVE PRACTICE AND COLLABORATION, CRITICAL APPLICATION OF CURRENT RESEARCH AND THEORIES, AND IDENTIFICATION AS AN EARLY CHILDHOOD PROFESSIONAL AND LEADER WHILE CONTINUALLY ADVOCATING ON BEHALF OF CHILDREN AND FAMILIES.***

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 207 Week 3 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	1514	1981	76.43%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ECE 405 Final Paper	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	2770	3394	81.61%	1. EXCEEDS THE ACCEPTABLE TARGET

**OVERALL RECOMMENDATIONS**

*Given the numerous changes that occurred during the 2020-21 academic year, program leads and faculty will monitor the 2020-21 data in conjunction with the 2021-22 academic year data.*

<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>PLO 2</b>	<i>ECE Comprehensive Exam – Instructional Strategies</i>	<i>Lead Faculty &amp; Assessment Team</i>	<i>Not started</i>	<i>Dec 2022</i>
<i>Action Details</i>	<i>ECE 405 Lead Faculty (Stephanie Heald) will work with Assessment / Peregrine for item analysis and then work with Assessment team to map to PLO.</i>			
<b>OUTCOME</b>	<b>MEASURE</b>	<b>KEY/RESPONSIBLE PERSONNEL</b>	<b>STATUS</b>	<b>ANTICIPATED DATE OF COMPLETION</b>
<b>PLO 3</b>	<i>ECE Comprehensive Exam – Assessment Section</i>	<i>Lead Faculty &amp; Assessment Team</i>	<i>Not started</i>	<i>Dec 2022</i>
<i>Action Details</i>	<i>ECE 405 Lead Faculty (Stephanie Heald) will work with Assessment / Peregrine for item analysis and then work with Assessment team to map to PLO.</i>			

OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
<b>PLO 1, 2, 4, 5, 6</b>	<i>ECE 405 Week 2 Assignment</i>	<i>Lead Faculty &amp; Core Faculty</i>	<i>Q2 / Q3</i>	<i>June 2022 / September 2022</i>
<i>Action Details</i>	<i>Core faculty will lead calibration and provide feedback on potential changes needed and/or grading guidance. Findings will be shared with Associate Faculty through a webinar and recorded video for those unable to attend live session.</i>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
<b>All PLOs</b>	<i>All Artifacts</i>	<i>Lead Faculty &amp; Core Faculty</i>	<i>Not Started</i>	<i>Dec 2022</i>
<i>Action Details</i>	<i>Redesignate course artifacts to directly measure each PLO. Lead Faculty and Core Faculty will identify 2 direct measure artifacts for each PLO.</i>			