Late in Spring 2012, the faculty in the Department of Human Development and Family Studies devoted a three-hour meeting to review a) student learning outcomes associated with courses, and b) the curriculum maps for the two undergraduate majors. This review led faculty to identify gaps in the course content covered in two of the courses. In particular, it was noted that one course, HD 472: Program Evaluation, focused so much time on evaluating quality in early child care/PreK programs that other important concepts, such as assessment of couple and family functioning and evaluating social services and programs for children and families, received very little coverage. In addition, basic statistical concepts and data analytical skills were not covered. In Fall 2012 in response to the gaps, faculty revised the content of two courses: HD 472: Program Evaluation and HD 422: Administering Centers and Programs for Children. In HD 472: Program Evaluation, evaluating quality of children’s PreK programs remains a concept and skill that is covered, but it is no longer the primary or sole focus of the course. Students now read about and review other assessments of child and family functioning, and they may select from a broad array of programs to evaluate as part of their major project. In addition, more information about research design and basic statistical analyses was included in the course content. In HD 422: Administering Children’s Centers and Programs, the information about assessing quality in PreK programs is now part of the course content for this class. The revised courses were taught in Spring 2013, Fall 2013 and Spring 2014. In Spring 2014, the faculty member who teaches HD 472 informed the faculty that her anecdotal observations suggest that students are still weak in their knowledge and skills involving research design and data analyses. Consequently, faculty proposed a new course in “Introduction to Basic Research Methods and Statistics” to the undergraduate curriculum. This course will be added to undergraduate program of study in the two majors, Early Childhood Education/Early Child Development and Human Development and Family Studies, in the next catalog change.
Target: No Target Established

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessments in HD 202 and HD 205
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who earn grades of C or better on assessments of their understanding of child de...

M 2: Course embedded assessments in HD 495
HD 495 Student interns apply knowledge gained from lecture classes to their analyses of children's behavior as evidenced by their ability to classify typical and atypical development among children in their classrooms. Course embedded assessments in HD 495. Results from Alumni survey asking recent graduates how prepared they feel to work in their first professional job in the field.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
General University Guidelines for Internship
Internship Agency Packet
Internship Classroom Packet

Target: No Target.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessments in HD 495
Established in Cycle: 2011-2012
Maintain or increase the number of student interns who receive positive feedback from intern supervisors.

SLO 2: Plan and evaluate developmentally appropriate learning activities
Undergraduate students plan, design, implement and evaluate developmentally appropriate learning activities for infants and toddlers.

Connected Documents
Additional Details-Early Childhood Education B.S.
Curriculum Maps I-Early Childhood Education B.S.
Curriculum Maps II-Early Childhood Education B.S.

Related Measures

M 3: Course embedded assessment in HD 321, HD 322, and HD 495.
HD 321, HD 322, HD 495 students plan, implement and evaluate age-appropriate science, art, and literature activities for infants and children in the infant and preschool laboratory school. Course embedded assessment in HD 321, HD 322, and HD 495.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
General University Guidelines for Internship
HD 321 Evaluating Curriculum Approaches Presentation Guidelines and Evaluation Criteria
HD 321 Exam 1
HD 321 Exam 1 Hudson
HD 321 Exam 2 Hudson
HD 321 Exam 3 Hudson
Internship Classroom Packet

Target: No Target Established.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessment in HD 321, HD 322, and HD 495
Established in Cycle: 2011-2012
Maintain or increase the percent of students who earn a grade of A- or higher for their ability to plan and implement activities...

M 4: Course embedded assessments in HD 422 and HD 472
HD 422, HD 472 students design centers and evaluate programs for infants and children for program quality as their major course project. Course embedded assessments in HD 422 and HD 472.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
HD 422 Guidelines for Writing Assignment 1
HD 422 Guidelines for Writing Assignment 2
HD 422 Guidelines for Writing Assignment 3
HD 422 Guidelines for Writing Assignment 4
HD 472 Program Evaluation Project

Target:
At least 80% of students will demonstrate writing proficiency.
Fall 2013: Ninety-four percent of students enrolled in HD 422 Administration of Centers and Programs for Children during the Fall 2013 Semester earned a grade of C or better in the course. The major project for this course is to develop a detailed plan for a child care center housing a Pre-K program. These plans include recommendations for curriculum, space, staffing, budget, etc. Likewise 97% of students enrolled in HD 472: Program Evaluation earned a grade of C or better. In this course, students learn to critically evaluate programs for children and identify areas or services which could be improved. In addition, Internship Supervisors for Fall 2014 said that student interns had a concrete understanding of developmentally appropriate activities. * Interpretation: The majority of students majoring in Early Childhood Education develop the knowledge and skills necessary for designing and planning effective centers and programs for young children.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessments in HD 422 and HD 472
Established in Cycle: 2011-2012
Maintain or improve the percentage of students who demonstrate the ability to plan and evaluate programs for children.

SLO 3: Use of full range of communication skills and educational technology
Undergraduate students use the full range of communication skills and educational technology to facilitate gathering and delivery of information related to dynamic human communities.

Connected Documents
- Additional Details-Early Childhood Education B.S.
- Curriculum Maps I-Early Childhood Education B.S.
- Curriculum Maps II-Early Childhood Education B.S.

Related Measures

M 5: Course embedded assessments in HD 422 and HD 495
HD 422 students are required to demonstrate writing proficiency; HD 495 students use Word Publisher to produce newsletters for parents; design webpages for communicating with parents; and use social networking to communicate with parents, professional organizations and colleagues. HD 495 course embedded assessment.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
- HD 422 Guidelines for Writing Assignment 1
- HD 422 Guidelines for Writing Assignment 2
- HD 422 Guidelines for Writing Assignment 3
- HD 422 Guidelines for Writing Assignment 4
- Internship Agency Packet
- Internship Classroom Packet

Target:
A minimum of 80% of students will demonstrate writing proficiency.

Connected Documents
- HD 422 Guidelines for Writing Assignment 2
- HD 422 Guidelines for Writing Assignment 3
- HD 422 Guidelines for Writing Assignment 4
- Internship Agency Packet
- Internship Classroom Packet

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessments in HD 422 and HD 495
Established in Cycle: 2011-2012
Have faculty who grade written assignments for quality of writing share rubrics for grading writing proficiency.

M 6: Course embedded assessment HD 101, HD 202, HD 205, and HD 382
HD 101, HD 202, HD 205 Course embedded assessment of writing quality on interview and case study papers. HD 382 Course embedded assessment on entries in the service-learning journal and Critical Thinking Activities (Reflective Papers).
Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents
- HD 101 Guidelines for Writing Midterm Paper
- HD 101 Research paper guidelines
- HD 101 Research project 3 Scofield
- HD 101 Research project 1 Scofield
- HD 101 Research project 2 Scofield
- HD 205 Case Study Grading Guidelines
- HD 205 Exam 1 Horton
- HD 205 Exam 3 Horton
- HD 205 Exam 4 Horton
- HD 382 Eight pt criteria for grading CTA
- HD 382 Mentoring Rating form
- HD 382-001 Exam 1 Spring 2012
No Target Established.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessment HD 101, HD 202, HD 205, and HD 382
Established in Cycle: 2011-2012
Have faculty who evaluate students’ work for quality of writing share their rubrics for assessing writing proficiency.

SLO 4: Evaluate contextual influences on infant and young children’s development
Undergraduate students evaluate contextual influences on infant and young children’s development, which includes the influences of culture, community, school, peer group, and family.

Connected Documents
Additional Details—Early Childhood Education B.S.
Curriculum Maps I—Early Childhood Education B.S.
Curriculum Maps II—Early Childhood Education B.S.
HD 401 Guideline for Paper and Grading

Related Measures
M 7: Course embedded assessments in HD 101, HD 202, and HD 205.
HD 101, HD 202, HD 205, HD 401 students identify and analyze the contextual influences of culture, community, school and peers on the development of target children as reported in case study papers. Course embedded assessments in HD 101, HD 202, and HD 205.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
HD 101 Guidelines for Writing Midterm Paper
HD 101 Research paper guidelines
HD 101 Research project 1 Scofield
HD 101 Research project 2 Scofield
HD 101 Research project 3 Scofield
HD 202 Case Study Grading Rubric
HD 202 Exam 1
HD 202 Exam 2
HD 202 Exam 3
HD 202 Laboratory Grading Rubric - Hernandez-Reif
HD 205 Case Study Grading Guidelines
HD 205 Exam 1 Horton
HD 205 exam 2 Horton
HD 205 Exam 3 Horton
HD 205 Exam 4 Horton

M 8: Course embedded assessment in HD 382, HD 302, HD 401, and HD 488
HD 382 students analyze how the contextual influences of poverty, family, and community affect the physical, cognitive, and social emotional development of children served by the mentoring program in their service-learning journals. HD 302 students identify how contextual influences affect adolescents’ development. HD 488 students acquire an understanding of state and community programs aimed at serving at-risk children and families. Course embedded assessment in HD 382, HD 302, HD 401, and HD 488.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
HD 302 Exam 1 Fsp12
HD 302 Exam 2 Fall11
HD 302 Exam 3
HD 302 FINAL Exam sp2012
HD 382 Eight pt criteria for grading CTA
HD 382 Mentoring Rating form
HD 382-001 Exam 1 Spring 2012
HD 382-001 Exam 2 Spring 2012
HD 382-001 Exam 3 Spring 2012
HD302 Essay rubric
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who earn a grade of C or better on assignments that evaluate students' understan...

SLO 5: Ability to critically evaluate the research
Undergraduate students will demonstrate the ability to critically evaluate the research on a topic in human development and family studies, and use basic statistical concepts to improve teaching and providing services to young children and families.

Connected Documents
- Additional Details-Early Childhood Education B.S.
- Curriculum Maps I-Early Childhood Education B.S.
- Curriculum Maps II-Early Childhood Education B.S.

Related Measures

M 9: HD 202 Course embedded assessment
HD 202 students read and evaluate a research study published in a journal article.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Connected Document
HD 202 Laboratory Grading Rubric -Hernandez-Reif

Target:
No Established Target.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

HD 202 Course embedded assessment
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who earn a grade of C or better on the assignment evaluating students' ability t...

M 10: HD 472 students design evaluation projects
HD 472 students design evaluation projects to evaluate the effectiveness of a program for children. These projects require students to use basic statistical tests. HD 472 Course embedded assessment. Students' performance on these assignments will improve as more and more students complete an undergraduate elective course in statistics.
Source of Evidence: Project, either individual or group
Connected Document
HD 472 Program Evaluation Project

Target:
No Target Established.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

HD 472 students design evaluation projects
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who earn a grade of C or better on the program evaluation project. Advisers wil...

Recommend a course in statistics.
Established in Cycle: 2012-2013
Fall 2013 and Spring 2014: Recommend a course in statistics to undergraduates in the Early Childhood Education/Early Child Deve...

SLO 6: Knowledge theories of human development
Undergraduate students will demonstrate their knowledge theories of human development and of patterns of stability and change in physical, cognitive and social-emotional development across the various periods of the lifespan.

Connected Documents
- Additional Details-Early Childhood Education B.S.
- Curriculum Maps I-Early Childhood Education B.S.
- Curriculum Maps II-Early Childhood Education B.S.

Related Measures

M 11: Course embedded assessments in HD 101, HD 202, HD 205, HD 302
Course embedded assessments (examinations and case studies) in HD 101, HD 202, HD 205, HD 302
Source of Evidence: Standardized test of subject matter knowledge
Connected Documents
- HD 101 Guidelines for Writing Midterm Paper
- HD 101 Research paper guidelines
- HD 101 Research project 3 Scofield
- HD 101 Research project 1 Scofield
- HD 101 Research project 2 Scofield
- HD 202 Case Study Grading Rubric
- HD 202 Exam 1
- HD 202 Exam 2
- HD 202 Exam 3
- HD 202 Laboratory Grading Rubric -Hernandez-Reif
- HD 205 Case Study Grading Guidelines
- HD 205 Exam 1 Horton
- HD 205 Exam 2 Horton
Target: 
No Target Established.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessments in HD 101, HD 202, HD 205, HD 302
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who earn a grade of C or better on assessments of students' understanding of the...

M 12: HD 495 Observations made by supervisors
Observations made by supervisors of internships (HD 495)
Source of Evidence: Field work, internship, or teaching evaluation

Connected Documents
General University Guidelines for Internship
Internship Agency Packet
Internship Classroom Packet

Target: 
No Target Established.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 7: Program Outcome: Sustain high Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 13: AAFCS accreditation
American Association of Family and Consumer Sciences (AAFCS), 10 years of continuing accreditation through 2014.
Source of Evidence: Academic indirect indicator of learning - other
Target: 
Maintain Accreditation.

AAFCS accreditation
Established in Cycle: 2011-2012
Maintain AAFCS accreditation.

For full information, see the Details of Action Plans section of this report.

M 14: Internship Supervisors' perceptions
Internship Supervisors' perceptions will perceive the strengths of interns majoring in ECHS/ECD to be interns' knowledge of the field and interns' ability to apply theory and knowledge to practice. (On-site Internship Supervisors' Evaluations of Interns)
Source of Evidence: Field work, internship, or teaching evaluation

Connected Documents
General University Guidelines for Internship
Internship Agency Packet
Internship Classroom Packet

Target: 
No Target Established.

Related Action Plans (by Established cycle, then alpha):

Internship Supervisors' perceptions
Established in Cycle: 2011-2012
Maintain or increase the number of positive perceptions that internship supervisors have of student interns.

For full information, see the Details of Action Plans section of this report.

OthOtcm 8: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures
M 15: Number of Undergraduate Students
Between 2004 and 2009, the number of majors in the Early Childhood Education/Early Child Development (ECHS/ECD) program nearly doubled. Despite an increase in majors, the number of BS degrees awarded to students with this major declined from 2004 to 2009. The significant increase in enrollment and the drop in BS degrees awarded is attributed to an increase in Distance Learners who typically matriculate through an academic program more slowly than full-time on-campus learners. We expect that the number of degrees awarded will increase as the Distance students finish their academic programs of study. (Note number of majors in Early Childhood Education, May 2012.)

Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Established.

Related Action Plans (by Established cycle, then alpha):
Number of Undergraduate Students
Established in Cycle: 2011-2012
Maintain or increase the number of students majoring in Early Childhood Education.

For full information, see the Details of Action Plans section of this report.

M 16: Number of Degrees Awarded
The state-wide pre-k initiative has brought attention to training teachers and delivering high quality programs for children from birth to age in both public schools and private child care businesses. This initiative has helped increase the demand for well trained teachers of young children, which in turn, has increased enrollment in this program. (Note number of degrees awarded for December 2011 and May 2012.)

Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Established.

Related Action Plans (by Established cycle, then alpha):
Number of Degrees Awarded
Established in Cycle: 2011-2012
Maintain or increase the number of BS HES degrees awarded to students majoring in Early Childhood Education.

For full information, see the Details of Action Plans section of this report.

OthOtcn 9: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Document Exit Senior SurveySummary_07142012

Related Measures

M 17: Senior Survey results
100% of students in the Department of Human Development and Family Studies (this includes students majoring in Early Childhood Education/Early Child Development) who complete the Senior Survey will rate the quality of the major as “Good” to “Excellent.”

Source of Evidence: Student satisfaction survey at end of the program

Connected Document Exit Senior SurveySummary_07142012

Target:
100% of Exiting Seniors will respond with Fair to Excellent to the question, "How well do you feel that the degree program prepared you for the job market?"
100% of Exiting Seniors will respond with Fair to Excellent to the question, "Rate the quality of instruction you received."
100% of Exiting Seniors will respond with Fair to Excellent to the question, "Rate the overall quality of the program."

Connected Document Exit Senior SurveySummary_07142012

Related Action Plans (by Established cycle, then alpha):
Program Outcome: Highly Valued by Program Graduates
Established in Cycle: 2011-2012
Maintain or increase the percentage of graduating seniors who rate the quality of the program as Good to Excellent.

For full information, see the Details of Action Plans section of this report.

M 18: Senior Survey: quality of the courses
Nearly 90% of students in the Department of Human Development and Family Studies (this includes students majoring in Early Childhood Education/Early Child Development) who complete the Senior Survey will rate the quality of the courses as preparation for graduate or professional school as “Good” to “Excellent.” Other assessments include On-Site Internship supervisors’ evaluations of the training received by interns, NSSE data, and results of the HES Alumni Survey.

Source of Evidence: Student satisfaction survey at end of the program

Target:
No Target Established.

Related Action Plans (by Established cycle, then alpha):
Senior Survey: quality of the courses
Established in Cycle: 2011-2012
Reassess at the appropriate time.
For full information, see the Details of Action Plans section of this report.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**AAFCS accreditation**
Maintain AAFCS accreditation.

*Established in Cycle:* 2011-2012
*Implementation Status:* Planned
*Priority:* High

*Relationships (Measure | Outcome/Objective):*
  *Measure:* AAFCS accreditation | *Outcome/Objective:* Program Outcome: Sustain high Level of Recognized Quality

**Course embedded assessment HD 101, HD 202, HD 205, and HD 382**
Have faculty who evaluate students' work for quality of writing share their rubrics for assessing writing proficiency.

*Established in Cycle:* 2011-2012
*Implementation Status:* Planned
*Priority:* High

*Relationships (Measure | Outcome/Objective):*
  *Measure:* Course embedded assessment HD 101, HD 202, HD 205, and HD 382 | *Outcome/Objective:* Use of full range of communication skills and educational technology

*Projected Completion Date:* 07/2013
*Responsible Person/Group:* Faculty who teach courses with writing assignments.

**Course embedded assessment in HD 321, HD 322, and HD 495**
Maintain or increase the percent of students who earn a grade of A- or higher for their ability to plan and implement activities for children.

*Established in Cycle:* 2011-2012
*Implementation Status:* Planned
*Priority:* High

*Relationships (Measure | Outcome/Objective):*
  *Measure:* Course embedded assessment in HD 321, HD 322, and HD 495. | *Outcome/Objective:* Plan and evaluate developmentally appropriate learning activities

*Projected Completion Date:* 07/2013
*Responsible Person/Group:* Faculty who teach HD 321 and 322.

**Course embedded assessment in HD 382, HD 302, HD 401, and HD 488**
Maintain or increase the percentage of students who earn a grade of C or better on assignments that evaluate students' understanding of contextual influences on development.

*Established in Cycle:* 2011-2012
*Implementation Status:* Planned
*Priority:* High

*Relationships (Measure | Outcome/Objective):*
  *Measure:* Course embedded assessment in HD 382, HD 302, HD 401, and HD 488 | *Outcome/Objective:* Evaluate contextual influences on infant and young children's development

*Projected Completion Date:* 07/2013
*Responsible Person/Group:* Faculty who teach HD 382, HD 302, HD 401, and HD 488

**Course embedded assessments in HD 101, HD 202, and HD 205**
Maintain or increase the percentage of students who earn a grade of C- or better on projects or assignments evaluating students' ability to understand contextual influences on development.

*Established in Cycle:* 2011-2012
*Implementation Status:* Planned
*Priority:* High

*Relationships (Measure | Outcome/Objective):*
  *Measure:* Course embedded assessments in HD 101, HD 202, and HD 205. | *Outcome/Objective:* Evaluate contextual influences on infant and young children's development

*Projected Completion Date:* 07/2013
*Responsible Person/Group:* Faculty who teach HD 101, HD 202, and HD 205.

**Course embedded assessments in HD 101, HD 202, HD 205, HD 302**
Maintain or increase the percentage of students who earn a grade of C or better on assessments of students' understanding of theories and patterns of stability and change across the various periods of the lifespan.

*Established in Cycle:* 2011-2012
*Implementation Status:* Planned
*Priority:* High

*Relationships (Measure | Outcome/Objective):*
  *Measure:* Course embedded assessments in HD 101, HD 202, HD 205, HD 302 | *Outcome/Objective:* Knowledge theories of human development

*Projected Completion Date:* 07/2013
*Responsible Person/Group:* Faculty who teach HD 101, HD 202, HD 205, HD 302

**Course embedded assessments in HD 202 and HD 205**
Maintain or increase the percentage of students who earn grades of C or better on assessments of their understanding of child development.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Course embedded assessments in HD 202 and HD 205 | Outcome/Objective: Analyze infant and young children’s stages of development
Projected Completion Date: 07/2013
Responsible Person/Group: Faculty who teach HD 202 and HD 205

**Course embedded assessments in HD 422 and HD 472**
Maintain or improve the percentage of students who demonstrate the ability to plan and evaluate programs for children.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Course embedded assessments in HD 422 and HD 472 | Outcome/Objective: Plan and evaluate developmentally appropriate learning activities
Projected Completion Date: 07/2013
Responsible Person/Group: Faculty who teach HD 422 and HD 472.

**Course embedded assessments in HD 422 and HD 472**
Maintain or increase the percentage of students who demonstrate the ability to plan and evaluate programs for children.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Course embedded assessments in HD 422 and HD 472 | Outcome/Objective: Plan and evaluate developmentally appropriate learning activities
Projected Completion Date: 07/2013
Responsible Person/Group: Faculty who teach HD 422 and HD 472.

**Course embedded assessments in HD 495**
Maintain or increase the number of student interns who receive positive feedback from intern supervisors.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Course embedded assessments in HD 495 | Outcome/Objective: Analyze infant and young children’s stages of development
Projected Completion Date: 07/2013
Responsible Person/Group: HD 495 Internship Coordinator.

**HD 202 Course embedded assessment**
Maintain or increase the percentage of students who earn a grade of C or better on the assignment evaluating students’ ability to critically evaluate a research article.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HD 202 Course embedded assessment | Outcome/Objective: Ability to critically evaluate the research
Projected Completion Date: 07/2013
Responsible Person/Group: Faculty who teach HD 202

**HD 472 students design evaluation projects**
Maintain or increase the percentage of students who earn a grade of C or better on the program evaluation project. Advisers will encourage more students to take a course in undergraduate statistics.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HD 472 students design evaluation projects | Outcome/Objective: Ability to critically evaluate the research
Projected Completion Date: 07/2013
Responsible Person/Group: Faculty who teach HD 472.

**HD 495 Observations made by supervisors**
Maintain or increase the percentage of student interns who are perceived by internship supervisors as having the knowledge and skills necessary for effective work with children.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HD 495 Observations made by supervisors | Outcome/Objective: Knowledge theories of human development
Internship Supervisors' perceptions
Maintain or increase the number of positive perceptions that internship supervisors have of student interns.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Internship Supervisors' perceptions | Outcome/Objective: Program Outcome: Sustain high Level of Recognized Quality

Number of Degrees Awarded
Maintain or increase the number of BS HES degrees awarded to students majoring in Early Childhood Education.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of Degrees Awarded | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment

Number of Undergraduate Students
Maintain or increase the number of students majoring in Early Childhood Education.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of Undergraduate Students | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment

Program Outcome: Highly Valued by Program Graduates
Maintain or increase the percentage of graduating seniors who rate the quality of the program as Good to Excellent.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Senior Survey results | Outcome/Objective: Program Outcome: Highly Valued by Program Graduates

Projected Completion Date: 07/2013
Responsible Person/Group: HDFS Internship Coordinator and Assessment Coordinator administers the survey.

Senior Survey: quality of the courses
Reassess at the appropriate time.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Senior Survey: quality of the courses | Outcome/Objective: Program Outcome: Highly Valued by Program Graduates

Recommend a course in statistics
Fall 2013 and Spring 2014: Recommend a course in statistics to undergraduates in the Early Childhood Education/Early Child Development program.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HD 472 students design evaluation projects | Outcome/Objective: Ability to critically evaluate the research

Implementation Description: During Fall 2013 and Spring 2014 Advising sessions, recommend that students complete a course in statistics.

Responsible Person/Group: Undergraduate advisors
Mission / Purpose

The Department of Human Development and Family Studies' mission is to train educators, clinicians, psychoeducational service providers, researchers and citizens who are academically and professionally prepared to address the needs of children and families in educational, community, government, work-site, religious, and medical environments. The Department of Human Development and Family Studies is dedicated to diverse cultural, educational, scientific, and cross-disciplinary approaches to fostering the well being of children and families. The Department is committed to the generation of new knowledge in the area of Human Development and Family Studies, and to the application of knowledge to improve the quality of life for individuals, families, and communities in Alabama and the region. To fulfill this mission, the Department of Human Development and Family Studies offers two strong undergraduate programs. One undergraduate degree program is in Early Childhood Education. It has two concentrations: Early Childhood Development and Child Development Practitioner. The other undergraduate degree program is in Human Development and Family Studies. It has the following four concentrations: Child Life, Adolescent and Youth Development, Family Studies, and General Studies. The Department of Human Development and Family Studies also offers a strong master's level graduate program in Human Development and Family Studies with concentrations in Human Development and Family Studies, Marriage and Family Therapy, and Parent and Family Life Education.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Analyze infant and young children's stages of development
Undergraduate students observe, identify, and analyze infant and young children's stages of physical, social-emotional, and cognitive development for patterns of typical and atypical growth and maturation.

Connected Documents
- Additional Details-Early Childhood Education B.S.
- Curriculum Maps I-Early Childhood Education B.S.
- Curriculum Maps II-Early Childhood Education B.S.

Related Measures

M 1: Course embedded assessments in HD 202 and HD 205
HD 202, 205 Students observe children in the infant and preschool laboratory school. Undergraduate students write case study papers that document infant and young children's stages of physical, social-emotional, and cognitive development. The patterns of development of case study infants and children are compared to the patterns of development of infants and children in the larger group to help determine if the case study children are typical or atypical. Course embedded assessments in HD 202 and HD 205.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
- HD 202 Case Study Grading Rubric
- HD 202 Exam 1
- HD 202 Exam 3
- HD 202 Laboratory Grading Rubric - Hernandez-Reif
- HD 205 Case Study Grading Guidelines
- HD 205 exam 2 Horton
- HD 205 Exam 3 Horton
- HD 205 Exam 4 Horton

Target: No Target Established

Finding (2012-2013) - Target: Met
Summer 2012, Fall 2012 and Spring 2013: HD 202: Infant Development and HD 205: The Preschool Child, more than 80% of students earned a grade of C or better on the case study paper and in the course. For each course, attached are copies of exams and the grading rubrics for the case study papers.

Interpretation: Students demonstrate good to excellent understanding of the stages of infant and young children's physical, cognitive, and social-emotional development.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessments in HD 202 and HD 205
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who earn grades of C or better on assessments of their understanding of child de...

M 2: Course embedded assessments in HD 495
HD 495 Student interns apply knowledge gained from lecture classes to their analyses of children's behavior as evidenced by their ability to classify typical and atypical development among children in their classrooms. Course embedded assessments in HD 495. Results from Alumni survey asking recent graduates how prepared they feel to work in their first professional job in the field.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
- General University Guidelines for Internship
Target: No Target.

Finding (2012-2013) - Target: Met
Summer 2012, Fall 2012 and Spring 2013, 76.47% of student interns earned a grade of A- or higher for their internship course; 21% earned a grade of B, and 3% earned a grade of C. The high percentage of students who earn a B or better in the internship suggests that student interns are able to apply their knowledge of infant and young children's stages of development to their work with young children in the internship setting.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessments in HD 495
Established in Cycle: 2011-2012
Maintain or increase the number of student interns who receive positive feedback from intern supervisors.

SLO 2: Plan and evaluate developmentally appropriate learning activities
Undergraduate students plan, design, implement and evaluate developmentally appropriate learning activities for infants and toddlers.

Connected Documents
Additional Details-Early Childhood Education B.S.
Curriculum Maps I-Early Childhood Education B.S.
Curriculum Maps II-Early Childhood Education B.S.

Related Measures

M 3: Course embedded assessment in HD 321, HD 322, and HD 495.
HD 321, HD 322, HD 495 students plan, implement and evaluate age-appropriate science, art, and literature activities for infants and children in the infant and preschool laboratory school. Course embedded assessment in HD 321, HD 322, and HD 495.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
General University Guidelines for Internship
HD 321 Evaluating Curriculum Approaches Presentation Guidelines and Evaluation Criteria
HD 321 Exam 1
HD 321 Exam 1 Hudson
HD 321 Exam 2 Hudson
HD 321 Exam 3 Hudson
Internship Classroom Packet

Target: No Target Established.

Finding (2012-2013) - Target: Met
Summer 2012, Fall 2012, and Spring 2013, 95% of students in HD 321 and in HD 322 earned a grade of 90 or higher for the laboratory component of the course that includes lesson planning and implementing learning activities. In addition, 95% of students earned an overall course grade of A, and 5% earned a grade of B. For those same semesters, 91% of students in HD 322 earned a grade of A; 8% earned a grade of B, and 1.3% earned a grade of C. Exams assessing students' knowledge of planning, implementing and evaluating learning activities are loaded into the Document Manager. Also a rubric for evaluating the activities that students plan and implement with children is uploaded. HD 495 supervisors of student interns comment that a major strength of students is their ability to write well developed lesson plans for activities with infants and young children.

Interpretation: The vast majority of students in Early Childhood Education gain the knowledge and skills necessary for planning and implementing meaningful learning activities with infants and toddlers.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessment in HD 321, HD 322, and HD 495
Established in Cycle: 2011-2012
Maintain or increase the percent of students who earn a grade of A- or higher for their ability to plan and implement activities...

M 4: Course embedded assessments in HD 422 and HD 472
HD 422, HD 472 students design centers and evaluate programs for infants and children for program quality as their major course project. Course embedded assessments in HD 422 and HD 472.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
HD 422 Guidelines for Writing Assignment 1
HD 422 Guidelines for Writing Assignment 2
HD 422 Guidelines for Writing Assignment 3
HD 422 Guidelines for Writing Assignment 4
HD 472 Program Evaluation Project

Target: At least 80% of students will demonstrate writing proficiency.

Connected Document
HD 472 Program Evaluation Project
Finding (2012-2013) - Target: Met
In Summer 2012, Fall 2012 and Spring 2013 in HD 422, 95.5 % of students earned a grade of C or higher in the course and on the assignment requiring them to plan a center and learning activities for young children. Attached are the writing guidelines for the 4 writing assignments. HD 422 is a University Core Writing class. In HD 472, 94% of students earned a course grade of C- or higher in which students collected and reported observational data evaluating the quality of a child care program for young children. HD 495 Intern Supervisors stated that the ability to plan learning activities and programs for infants and young children was a top strength of students in the Early Childhood Education major. Interpretation: The majority of students majoring in Early Childhood Education develop the knowledge and skills necessary for designing and planning effective centers and programs for young children.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessments in HD 422 and HD 472
Established in Cycle: 2011-2012
Maintain or improve the percentage of students who demonstrate the ability to plan and evaluate programs for children.

SLO 3: Use of full range of communication skills and educational technology
Undergraduate students use the full range of communication skills and educational technology to facilitate gathering and delivering information related to dynamic human communities.

Connected Documents
Additional Details-Early Childhood Education B.S.
Curriculum Maps I-Early Childhood Education B.S.
Curriculum Maps II-Early Childhood Education B.S.

Related Measures
M 5: Course embedded assessments in HD 422 and HD 495
HD 422 students are required to demonstrate writing proficiency. HD 495 students use Word Publisher to produce newsletters for parents; design webpages for communicating with parents; and use social networking to communicate with parents, professional organizations and colleagues. HD 495 course embedded assessment.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
HD 422 Guidelines for Writing Assignment 1
HD 422 Guidelines for Writing Assignment 2
HD 422 Guidelines for Writing Assignment 3
HD 422 Guidelines for Writing Assignment 4
Internship Agency Packet
Internship Classroom Packet

Target:
A minimum of 80% of students will demonstrate writing proficiency.

Connected Documents
HD 422 Guidelines for Writing Assignment 2
HD 422 Guidelines for Writing Assignment 3
HD 422 Guidelines for Writing Assignment 4
Internship Agency Packet
Internship Classroom Packet

Finding (2012-2013) - Target: Met
In Summer 2012, Fall 2012 and Spring 2013, 95.5% of students in HD 422: Centers and Programs for Children demonstrated writing proficiency by earning an overall grade of 70 or better. Attached are the writing guidelines for the 4 writing assignments. HD 422 is a University Core Writing class. Interpretation: The majority of students majoring in Early Childhood Education demonstrate writing proficiency and the ability to use technology to gather and disseminate information related to dynamic human communities.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessments in HD 422 and HD 495
Established in Cycle: 2011-2012
Have faculty who grade written assignments for quality of writing share rubrics for grading writing proficiency.

M 6: Course embedded assessment HD 101, HD 202, HD 205, and HD 382
HD 101, HD 202, HD 205 Course embedded assessment of writing quality on interview and case study papers. HD 382 Course embedded assessment on entries in the service-learning journal and Critical Thinking Activities (Reflective Papers).

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents
HD 101 Guidelines for Writing Midterm Paper
HD 101 Research paper guidelines
HD 101 Research project 3 Scofield
HD 101 Research project 1 Scofield
HD 101 Research project 2 Scofield
HD 205 Case Study Grading Guidelines
HD 205 Exam 1 Horton
HD 205 Exam 3 Horton
HD 205 Exam 4 Horton
HD 382 Eight pt criteria for grading CTA
HD 382 Mentoring Rating form
Target:
No Target Established.

Finding (2012-2013) - Target: Met
Summer, 2012, Fall 2012 and Spring 2013: HD 101, 70% of students demonstrated quality scientific writing by earning a C- or better on a writing assignment involving scientific writing; in HD 202, Infant Development and HD 205: The Preschool Child, 94 to 98% of students earned a grade of C- or better on their case study papers, and 98% of students in each class earn a grade of C- or better in the course. In HD 382, 80% of students who completed the written assignment entitled Critical Thinking Activities, earned a grade of C or better thereby demonstrating writing proficiency. Attached are the writing guidelines for all writing assignments in the courses. Interpretation: The majority of students majoring in Human Development and Family Studies demonstrate writing proficiency and the ability to use technology to gather and disseminate information related to dynamic human communities.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessment HD 101, HD 202, HD 205, and HD 382
Established in Cycle: 2011-2012
Have faculty who evaluate students’ work for quality of writing share their rubrics for assessing writing proficiency.

SLO 4: Evaluate contextual influences on infant and young children's development
Undergraduate students evaluate contextual influences on infant and young children's development, which includes the influences of culture, community, school, peer group, and family.

Connected Documents
Additional Details-Early Childhood Education B.S.
Curriculum Maps I-Early Childhood Education B.S.
Curriculum Maps II-Early Childhood Education B.S.
HD 401: Guideline for Paper and Grading

Related Measures
M 7: Course embedded assessments in HD 101, HD 202, and HD 205.
HD 101, HD 202, HD 205, HD 401 students identify and analyze the contextual influences of culture, community, school and peers on the development of target children as reported in case study papers. Course embedded assessments in HD 101, HD 202, and HD 205.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
HD 101 Guidelines for Writing Midterm Paper
HD 101 Research paper guidelines
HD 101 Research project 3 Scofield
HD 101 Research project 1 Scofield
HD 101 Research project 2 Scofield
HD 202 Case Study Grading Rubric
HD 202 Exam 1
HD 202 Exam 2
HD 202 Exam 3
HD 202 Laboratory Grading Rubric -Hernandez-Reif
HD 205 Case Study Grading Guidelines
HD 205 Exam 1 Horton
HD 205 exam 2 Horton
HD 205 Exam 3 Horton
HD 205 Exam 4 Horton

Target:
No Target Established.

Finding (2012-2013) - Target: Met
Summer 2012, Fall 2012 and Spring 2013, in HD 101, HD 202, HD 205, 80 to 90% of students demonstrated an understanding of contextual influences on infant and young children’s development by earning a grade of C- or better on exams and class assignments (case study papers and other class assignments requiring students to analyze the impact of context on development and family interaction. Exams for each of these courses which assess contextual influences on development are posted. Interpretation: The majority of students majoring in Human Development and Family Studies develop a strong understanding of cultural influences on infant and young children's development.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessments in HD 101, HD 202, and HD 205
Established in Cycle: 2011-2012
 Maintain or increase the percentage of students who earn a grade of C- or better on projects or assignments evaluating students’...

M 8: Course embedded assessment in HD 382, HD 302, HD 401, and HD 488
HD 382 students analyze how the contextual influences of poverty, family, and community affect the physical, cognitive, and social emotional development of children served by the mentoring program in their service-learning journals. HD 302 students identify how contextual influences affect adolescents’ development. HD 488 students acquire an understanding of state and community programs aimed at serving at-risk children and families.
embedded assessment in HD 382, HD 302, HD 401, and HD 488.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Documents**
- HD 302 Exam 1 Fsp12
- HD 302 Exam 2 Fall11
- HD 302 Exam 3
- HD 302 FINAL Exam sp2012
- HD 382 Eight pt criteria for grading CTA
- HD 382 Mentoring Rating form
- HD 382-001 Exam 1 Spring 2012
- HD 382-001 Exam 2 Spring 2012
- HD 382-001 Exam 3 Spring 2012
- HD302 Essay rubric

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
Summer 2012, Fall 2012, and Spring 2013: HD 382 students mentored at-risk elementary school-aged children in a therapeutic after-school program. Sample student comments made on the service-learning journals included, "This has been a life-changing experience for me. I've never worked with children from poverty." "The children in the program come from families that have so little; it makes me really appreciate what my parents have given me." "I plan to mentor again next year. It feels good to make a difference in a child's life." The HD 382 electronic journal that students complete is uploaded. For Summer 2012, Fall 2012 and Spring 2013, 86% of students enrolled in HD 302 earned a grade of C- or better, which indicates that they are able to understand contextual influences on development. HD 488 students hear presentations from leaders and directors of social service programs that serve children and families across the state of Alabama. Interpretation: The majority of students majoring in Early Childhood Education develop an understanding of cultural influences on children's development. Moreover, students the skills to work with at-risk children from impoverished backgrounds by participating in a service-learning experience involving mentoring in a therapeutic after-school program.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Course embedded assessment in HD 382, HD 302, HD 401, and HD 488**
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who earn a grade of C or better on assignments that evaluate students' understan...

**SLO 5: Ability to critically evaluate the research**
Undergraduate students will demonstrate the ability to critically evaluate the research on a topic in human development and family studies, and use basic statistical concepts to improve teaching and providing services to young children and families.

**Connected Documents**
- Additional Details-Early Childhood Education B.S.
- Curriculum Maps I-Early Childhood Education B.S.
- Curriculum Maps II-Early Childhood Education B.S.

**Related Measures**

**M 9: HD 202 Course embedded assessment**
HD 202 students read and evaluate a research study published in a journal article.
Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- HD 202 Laboratory Grading Rubric - Hernandez-Reif

**Target:**
No Established Target.

**Finding (2012-2013) - Target: Met**
Summer 2012, Fall 2012, and Spring 2013: Students in HD 202 read and critically evaluate a research report regarding infant development. Approximately 68% of students earned a grade of 70 (C-) or better on this assignment. Attached is the HD 202 Laboratory Grading Rubric, which assesses students' work on this assignment. Interpretation: Most students learn how to read and evaluate a research report.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**HD 202 Course embedded assessment**
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who earn a grade of C or better on the assignment evaluating students' ability l...

**M 10: HD 472 students design evaluation projects**
HD 472 students design evaluation projects to evaluate the effectiveness of a program for children. These projects require students to use basic statistical tests. HD 472 Course embedded assessment. Students' performance on these assignments will improve as more and more students complete an undergraduate elective course in statistics.

**Target:**
No Target Established.
Finding (2012-2013) - Target: Met
Summer 2012, Fall 2012, and Spring 2013: HD 472 students observed and evaluated a child care program for infants and young children for program quality. 84% of students earned a grade of C or better on this project. Students made a small improvement in applying statistical concepts. A description of the HD 472 Program Evaluation project is attached. Interpretation: A large majority of students learn the skills to critically evaluate the quality of a child care program for young children. The skill set that needs to continue to improve is their understanding of statistical concepts.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

HD 472 students design evaluation projects
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who earn a grade of C or better on the program evaluation project. Advisers will...

Recommend a course in statistics.
Established in Cycle: 2012-2013
Fall 2013 and Spring 2014: Recommend a course in statistics to undergraduates in the Early Childhood Education/Early Child Deve...

SLO 6: Knowledge theories of human development
Undergraduate students will demonstrate their knowledge theories of human development and of patterns of stability and change in physical, cognitive and social-emotional development across the various periods of the lifespan.

Connected Documents
Additional Details-Early Childhood Education B.S.
Curriculum Maps I-Early Childhood Education B.S.
Curriculum Maps II-Early Childhood Education B.S.

Related Measures
M 11: Course embedded assessments in HD 101, HD 202, HD 205, HD 302
Course embedded assessments (examinations and case studies) in HD 101, HD 202, HD 205, HD 302
Source of Evidence: Standardized test of subject matter knowledge

Connected Documents
HD 101 Guidelines for Writing Midterm Paper
HD 101 Research paper guidelines
HD 101 Research project 3 Scofield
HD 101 Research project 1 Scofield
HD 101 Research project 2 Scofield
HD 202 Case Study Grading Rubric
HD 202 Exam 1
HD 202 Exam 2
HD 202 Exam 3
HD 202 Laboratory Grading Rubric -Hernandez-Reif
HD 205 Case Study Grading Guidelines
HD 205 Exam 1 Horton
HD 205 Exam 2 Horton
HD 205 Exam 3 Horton
HD 205 Exam 4 Horton
HD 302 Exam 1 Fall12
HD 302 Exam 2 Fall11
HD 302 Exam 3
HD 302 FINAL Exam sp2012
HD302 Essay rubric

Target:
No Target Established.

Finding (2012-2013) - Target: Met
Summer 2012, Fall 2012, and Spring 2013: The majority of students majoring in Early Childhood Education demonstrate their knowledge of theories of human development, and patterns of stability and change in physical, cognitive, and social-emotional development across various periods of the lifespan. Across all courses (HD 101, HD 202, HD 205, HD 302), 67-85% of students demonstrate their knowledge by earning a grade of C or better in the respective courses. In addition, 67-85% of students in courses that required a case study paper earned a grade of C or better. Attached are the exams and case study requirements for HD 101, HD 202, HD 205, and HD 302. Interpretation: The majority of students majoring in Early Childhood Education gain a deep level of knowledge about the theories of human development, and patterns of stability and change in physical, cognitive, and social-emotional development across various

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessments in HD 101, HD 202, HD 205, HD 302
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who earn a grade of C or better on assessments of students' understanding of the...

M 12: HD 495 Observations made by supervisors
Observations made by supervisors of internships (HD 495)
Source of Evidence: Field work, internship, or teaching evaluation

Connected Documents
General University Guidelines for Internship
Internship Agency Packet
Internship Classroom Packet
**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
Summer 2012, Fall 2012, Spring 2013: HD 495 Interns demonstrated their knowledge of children, and their ability to plan and implement programs and services for children during their internship experience. Internship supervisors identified "Ability to plan and implement programs," "Creative," and "Enthusiastic" as the top three strengths of our graduates. Few areas were identified as needing improvement.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**HD 495 Observations made by supervisors**
*Established in Cycle: 2011-2012*
Maintain or increase the percentage of student interns who are perceived by internship supervisors as having the knowledge and s...

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**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 7: Program Outcome: Sustain high Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality.

**Related Measures**

**M 13: AAFCS accreditation**
American Association of Family and Consumer Sciences (AAFCS), 10 years of continuing accreditation through 2014.

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**
Maintain Accreditation.

**Finding (2012-2013) - Target: Met**
Accreditation maintained.

**Related Action Plans (by Established cycle, then alpha):**

**AAFCS accreditation**
*Established in Cycle: 2011-2012*
Maintain AAFCS accreditation.

*For full information, see the Details of Action Plans section of this report.*

**M 14: Internship Supervisors' perceptions**
Internship Supervisors' perceptions will perceive the strengths of interns majoring in ECHS/ECD to be interns' knowledge of the field and interns' ability to apply theory and knowledge to practice. (On-site Internship Supervisors' Evaluations of Interns)

**Source of Evidence:** Field work, internship, or teaching evaluation

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**Connected Documents**

- General University Guidelines for Internship
- Internship Agency Packet
- Internship Classroom Packet

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
Summer 2012, Fall 2012, and Spring 2013: HD 495 Internship supervisors identified "Ability to plan and implement activities for young children" and "Creativity," "Enthusiasm," and "Is an asset to our program" as strengths of the student interns.

**Related Action Plans (by Established cycle, then alpha):**

**Internship Supervisors' perceptions**
*Established in Cycle: 2011-2012*
Maintain or increase the number of positive perceptions that internship supervisors have of student interns.

*For full information, see the Details of Action Plans section of this report.*

**OthOtcm 8: Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Related Measures**

**M 15: Number of Undergraduate Students**
Between 2004 and 2009, the number of majors in the Early Childhood Education/Early Child Development (ECHS/ECD) program nearly doubled. Despite an increase in majors, the number of BS degrees awarded to students with this major declined from 2004 to 2009. The significant increase in enrollment and the drop in BS degrees awarded is attributed to an increase in Distance Learners who typically matriculate through an academic program more slowly than full-time on-campus learners. We expect that the number of degrees awarded will increase as the Distance students finish their academic programs of study. (Note number of majors in Early Childhood Education, May 2012.)

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Partially Met**
As of September 2013, there are 201 undergraduate students enrolled in Early Childhood Education/Early Child Development. Interpretation: The number of students went from 217 in Fall 2012, to 201 in Fall 2013. This represents an 8% decrease, which is a slight drop in enrollment from last year. We expect to increase or maintain this number of students enrolled in Early Childhood Education/Early Child Development.

Related Action Plans (by Established cycle, then alpha):

Number of Undergraduate Students
Established in Cycle: 2011-2012
Maintain or increase the number of students majoring in Early Childhood Education.

For full information, see the Details of Action Plans section of this report.

M 16: Number of Degrees Awarded
The state-wide pre-K initiative has brought attention to training teachers and delivering high quality programs for children from birth to age in both public schools and private child care businesses. This initiative has helped increase the demand for well trained teachers of young children, which in turn, has increased enrollment in this program. (Note number of degrees awarded for December 2011 and May 2012.)

Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Established.

Finding (2012-2013) - Target: Met
Summer 2012, Fall 2012, and Spring 2012: Across each semester for reporting, a total of 80 degrees were awarded. This represents a 63.27% increase in the number of degrees awarded to graduates from the Early Childhood Education/Early Child Development program. Interpretation: We expect to either increase or maintain this number of graduates in Early Childhood Education/Early Child Development.

Related Action Plans (by Established cycle, then alpha):

Number of Degrees Awarded
Established in Cycle: 2011-2012
Maintain or increase the number of BS HES degrees awarded to students majoring in Early Childhood Education.

For full information, see the Details of Action Plans section of this report.

OthOtnm 9: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Document
Exit Senior SurveySummary 07142012

Related Measures

M 17: Senior Survey results
100% of students in the Department of Human Development and Family Studies (this includes students majoring in Early Childhood Education/Early Child Development) who complete the Senior Survey will rate the quality of the major as “Good” to “Excellent.”

Source of Evidence: Student satisfaction survey at end of the program

Connected Document
Exit Senior SurveySummary 07142012

Target:
100% of Exiting Seniors will respond with Fair to Excellent to the question, "How well do you feel that the degree program prepared you for the job market?"
100% of Exiting Seniors will respond with Fair to Excellent to the question, "Rate the quality of instruction you received."
100% of Exiting Seniors will respond with Fair to Excellent to the question, "Rate the overall quality of the program."

Connected Document
Exit Senior SurveySummary 07142012

Finding (2012-2013) - Target: Met
The data reported in this report were collected in Spring 2012 as part of the Alumni Survey in the College of Human Environmental Sciences. A summary of the responses from alumni of the Department of Human Development and Family Studies (n = 73) are below. The alumni from the Department of Human Development and Family Studies represent both undergraduate majors (Human Development and Family Studies and Early Childhood Education/Early Child Development). Most respondents, (58%) earned their degree in the past three years, and 100% of respondents graduated in the past 7 years. Thus, these respondents are relatively recent graduates.

On average, respondents rated the following items: a) that the skills they learned in the program were "essential" to their employment; b) that the knowledge learned in the program "prepared them well" for a career in the field; c) that they were "highly satisfied" with their major degree program, and d), that they were "highly satisfied with UA services. Finally, among respondents who completed an internship for their degree program, 100% rated the internship as either a "very valuable" or "somewhat valuable" learning experience.

Related Action Plans (by Established cycle, then alpha):

Program Outcome: Highly Valued by Program Graduates
Established in Cycle: 2011-2012
Maintain or increase the percentage of graduating seniors who rate the quality of the program as Good to Excellent.

For full information, see the Details of Action Plans section of this report.

M 18: Senior Survey:quality of the courses
Nearly 90% of students in the Department of Human Development and Family Studies (this includes students majoring in Early Childhood Education/Early Child Development) who complete the Senior Survey will rate the quality of the courses as preparation for graduate or professional school as “Good” to “Excellent.” Other assessments include On-Site Internship supervisors' evaluations of the training received by interns, NSSE data, and results of the HES Alumni Survey.

Source of Evidence: Student satisfaction survey at end of the program

**Finding (2012-2013) - Target: Met**
Spring 2013: Results from the 2011-2012 Graduating Senior Survey indicate that 84% of all graduating seniors in the College of Human Environmental Sciences rated the quality of undergraduate courses as preparation for graduate school as "EXCELLENT" to "FAIR." Other assessments with similar findings include on-site internship supervisors' evaluations of interns, NSSE data, and results of the HES Alumni Survey.

**Related Action Plans (by Established cycle, then alpha):**

**Senior Survey: quality of the courses**

*Established in Cycle: 2011-2012*
*Reassess at the appropriate time.*

For full information, see the Details of Action Plans section of this report.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**AAFCS accreditation**

*Established in Cycle: 2011-2012*
*Implementation Status: Planned*
*Priority: High*

**Relationships (Measure | Outcome/Objective):**

*Measure: AAFCS accreditation | Outcome/Objective: Program Outcome: Sustain high Level of Recognized Quality*

**Course embedded assessment HD 101, HD 202, HD 205, and HD 382**

Have faculty who evaluate students' work for quality of writing share their rubrics for assessing writing proficiency.

*Established in Cycle: 2011-2012*
*Implementation Status: Planned*
*Priority: High*

**Relationships (Measure | Outcome/Objective):**

*Measure: Course embedded assessment HD 101, HD 202, HD 205, and HD 382 | Outcome/Objective: Use of full range of communication skills and educational technology*

*Projected Completion Date: 07/2013*
*Responsible Person/Group: Faculty who teach courses with writing assignments.*

**Course embedded assessment in HD 321, HD 322, and HD 495**

Maintain or increase the percent of students who earn a grade of A- or higher for their ability to plan and implement activities for children.

*Established in Cycle: 2011-2012*
*Implementation Status: Planned*
*Priority: High*

**Relationships (Measure | Outcome/Objective):**

*Measure: Course embedded assessment in HD 321, HD 322, and HD 495 | Outcome/Objective: Plan and evaluate developmentally appropriate learning activities*

*Projected Completion Date: 07/2013*
*Responsible Person/Group: Faculty who teach HD 321 and 322.*

**Course embedded assessment in HD 382, HD 302, HD 401, and HD 488**

Maintain or increase the percentage of students who earn a grade of C or better on assignments that evaluate students' understanding of contextual influences on development.

*Established in Cycle: 2011-2012*
*Implementation Status: Planned*
*Priority: High*

**Relationships (Measure | Outcome/Objective):**

*Measure: Course embedded assessment in HD 382, HD 302, HD 401, and HD 488 | Outcome/Objective: Evaluate contextual influences on infant and young children's development*

*Projected Completion Date: 07/2013*
*Responsible Person/Group: Faculty who teach HD 382, HD 302, HD 401, and HD 488*

**Course embedded assessments in HD 101, HD 202, and HD 205**

Maintain or increase the percentage of students who earn a grade of C- or better on projects or assignments evaluating students' ability to understand contextual influences on development.

*Established in Cycle: 2011-2012*
*Implementation Status: Planned*
*Priority: High*

**Relationships (Measure | Outcome/Objective):**

*Measure: Course embedded assessments in HD 101, HD 202, and HD 205 | Outcome/Objective: Evaluate contextual influences on infant and young children's development*

*Projected Completion Date: 07/2013*
**Course embedded assessments in HD 101, HD 202, HD 205, HD 302**
Maintain or increase the percentage of students who earn a grade of C or better on assessments of students' understanding of theories and patterns of stability and change across the various periods of the lifespan.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Course embedded assessments in HD 101, HD 202, HD 205, HD 302
- **Outcome/Objective:** Knowledge theories of human development

- **Projected Completion Date:** 07/2013
- **Responsible Person/Group:** Faculty who teach HD 101, HD 202, HD 205, HD 302

**Course embedded assessments in HD 202 and HD 205**
Maintain or increase the percentage of students who earn grades of C or better on assessments of their understanding of child development.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Course embedded assessments in HD 202 and HD 205
- **Outcome/Objective:** Analyze infant and young children's stages of development

- **Projected Completion Date:** 07/2013
- **Responsible Person/Group:** Faculty who teach HD 202 and HD 205

**Course embedded assessments in HD 422 and HD 472**
Maintain or improve the percentage of students who demonstrate the ability to plan and evaluate programs for children.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Course embedded assessments in HD 422 and HD 472
- **Outcome/Objective:** Plan and evaluate developmentally appropriate learning activities

- **Projected Completion Date:** 07/2013
- **Responsible Person/Group:** Faculty who teach HD 422 and HD 472

**Course embedded assessments in HD 422 and HD 495**
Have faculty who grade written assignments for quality of writing share rubrics for grading writing proficiency.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Course embedded assessments in HD 422 and HD 495
- **Outcome/Objective:** Use of full range of communication skills and educational technology

- **Projected Completion Date:** 07/2013
- **Responsible Person/Group:** Faculty who teach HD 422 and HD 495

**Course embedded assessments in HD 495**
Maintain or increase the number of student interns who receive positive feedback from intern supervisors.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Course embedded assessments in HD 495
- **Outcome/Objective:** Analyze infant and young children's stages of development

- **Projected Completion Date:** 07/2013
- **Responsible Person/Group:** HD 495 Internship Coordinator

**HD 202 Course embedded assessment**
Maintain or increase the percentage of students who earn a grade of C or better on the assignment evaluating students' ability to critically evaluate a research article.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** HD 202 Course embedded assessment
- **Outcome/Objective:** Ability to critically evaluate the research

- **Projected Completion Date:** 07/2013
- **Responsible Person/Group:** Faculty who teach HD 202

**HD 472 students design evaluation projects**
Maintain or increase the percentage of students who earn a grade of C or better on the program evaluation project. Advisers will encourage more students to take a course in undergraduate statistics.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High
Relationships (Measure | Outcome/Objective):
Measure: HD 472 students design evaluation projects | Outcome/Objective: Ability to critically evaluate the research
Projected Completion Date: 07/2013
Responsible Person/Group: Faculty who teach HD 472.

HD 495 Observations made by supervisors
Maintain or increase the percentage of student interns who are perceived by internship supervisors as having the knowledge and skills necessary for effective work with children.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: HD 495 Observations made by supervisors | Outcome/Objective: Knowledge theories of human development
Projected Completion Date: 07/2013
Responsible Person/Group: HD 495 Internship Coordinator

Internship Supervisors' perceptions
Maintain or increase the number of positive perceptions that internship supervisors have of student interns.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Internship Supervisors' perceptions | Outcome/Objective: Program Outcome: Sustain high Level of Recognized Quality

Number of Degrees Awarded
Maintain or increase the number of BS HES degrees awarded to students majoring in Early Childhood Education.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Number of Degrees Awarded | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment

Number of Undergraduate Students
Maintain or increase the number of students majoring in Early Childhood Education.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Number of Undergraduate Students | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment

Program Outcome: Highly Valued by Program Graduates
Maintain or increase the percentage of graduating seniors who rate the quality of the program as Good to Excellent.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Senior Survey results | Outcome/Objective: Program Outcome: Highly Valued by Program Graduates
Projected Completion Date: 07/2013
Responsible Person/Group: HDFS Internship Coordinator and Assessment Coordinator administers the survey.

Senior Survey: quality of the courses
Reassess at the appropriate time.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Senior Survey: quality of the courses | Outcome/Objective: Program Outcome: Highly Valued by Program Graduates

Recommend a course in statistics.
Fall 2013 and Spring 2014: Recommend a course in statistics to undergraduates in the Early Childhood Education/Early Child Development program.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: HD 472 students design evaluation projects | Outcome/Objective: Ability to critically evaluate the research
Implementation Description: During Fall 2013 and Spring 2014 Advising sessions, recommend that students complete a course in statistics.
Responsible Person/Group: Undergraduate advisors
University of Alabama

Detailed Assessment Report
2011-2012 Early Childhood Education, BS HES
As of: 7/17/2014 10:11 AM CENTRAL

Mission / Purpose
The Department of Human Development and Family Studies' mission is to train educators, clinicians, psychoeducational service providers, researchers and citizens who are academically and professionally prepared to address the needs of children and families in educational, community, government, work-site, religious, and medical environments. The Department of Human Development and Family Studies is dedicated to diverse cultural, educational, scientific, and cross-disciplinary approaches to fostering the well being of children and families. The Department is committed to the generation of new knowledge in the area of Human Development and Family Studies, and to the application of knowledge to improve the quality of life for individuals, families, and communities in Alabama and the region. To fulfill this mission, the Department of Human Development and Family Studies offers two strong undergraduate programs. One undergraduate degree program is in Early Childhood Development and the other undergraduate program is in Human Development and Family Studies. It has the following four concentrations: Child Life, Adolescent and Youth Development, Family Studies, and General Studies. The Department of Human Development and Family Studies also offers a strong master's level graduate program in Human Development and Family Studies with concentrations in Human Development and Family Studies, Marriage and Family Therapy, and Parent and Family Life Education.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Analyze infant and young children's stages of development
Undergraduate students observe, identify, and analyze infant and young children's stages of physical, social-emotional, and cognitive development for patterns of typical and atypical growth and maturation.

Connected Documents
Additional Details-Early Childhood Education B.S.
Curriculum Maps I-Early Childhood Education B.S.
Curriculum Maps II-Early Childhood Education B.S.

Related Measures
M 1: Course embedded assessments in HD 202 and HD 205
HD 202, 205 Students observe children in the infant and preschool laboratory school. Undergraduate students write case study papers that document infant and young children's stages of physical, social-emotional, and cognitive development. The patterns of development of case study infants and children are compared to the patterns of development of infants and children in the larger group to help determine if the case study children are typical or atypical. Course embedded assessments in HD 202 and HD 205.
Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
HD 202 Case Study Grading Rubric
HD 202 Exam 1
HD 202 Exam 3
HD 202 Laboratory Grading Rubric -Hernandez-Reif
HD 205 Case Study Grading Guidelines
HD 205 exam 2 Horton
HD 205 Exam 3 Horton
HD 205 Exam 4 Horton

Target:
No Target Established

Finding (2011-2012) - Target: Not Reported This Cycle
For Summer 2011, Fall 2011 and Spring 2012: HD 202: Infant Development and HD 205: The Preschool Child, 75% of students earned a grade of C or better on the case study paper and in the course. For each course, attached are copies of exams and the grading rubrics for the case study papers.

Interpretation: Students demonstrate good to excellent understanding of the stages of infant and young children's physical, cognitive, and social-emotional development.

Connected Documents
HD 202 Case Study Grading Rubric
HD 202 Exam 1
HD 202 Exam 3
HD 202 Laboratory Grading Rubric -Hernandez-Reif
HD 205 Case Study Grading Guidelines

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessments in HD 202 and HD 205
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who earn grades of C or better on assessments of their understanding of child de...
M 2: Course embedded assessments in HD 495
HD 495 Student interns apply knowledge gained from lecture classes to their analyses of children's behavior as evidenced by their ability to classify typical and atypical development among children in their classrooms. Course embedded assessments in HD 495. Results from Alumni survey asking recent graduates how prepared they feel to work in their first professional job in the field.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
General University Guidelines for Internship
Internship Agency Packet
Internship Classroom Packet

Target: No Target.

Finding (2011-2012) - Target: Not Reported This Cycle
For Summer 2011, Fall 2011 and Spring 2012, 90% of student interns earned a grade of A- or higher for their internship course. In addition, 95% of the interns received positive feedback from their internship supervisor. Internship supervisors indicated that knowledge of infants' and young children's physical, cognitive and social-emotional development was a top strength of student interns in Early Childhood Education.

Interpretation: Student interns in the Early Childhood Education major demonstrate a deep knowledge of the stages of infant and child physical, cognitive and social-emotional development as observed by their internship site supervisors.

Connected Documents
General University Guidelines for Internship
Internship Agency Packet
Internship Classroom Packet

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessments in HD 495
Established in Cycle: 2011-2012
Maintain or increase the number of student interns who receive positive feedback from intern supervisors.

SLO 2: Plan and evaluate developmentally appropriate learning activities
Undergraduate students plan, design, implement and evaluate developmentally appropriate learning activities for infants and toddlers.

Connected Documents
Additional Details-Early Childhood Education B.S.
Curriculum Maps I-Early Childhood Education B.S.
Curriculum Maps II-Early Childhood Education B.S.

Related Measures

M 3: Course embedded assessment in HD 321, HD 322, and HD 495.
HD 321, HD 322, HD 495 students plan, implement and evaluate age-appropriate science, art, and literature activities for infants and children in the infant and preschool laboratory school. Course embedded assessment in HD 321, HD 322, and HD 495.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
General University Guidelines for Internship
HD 321 Evaluating Curriculum Approaches Presentation Guidelines and Evaluation Criteria
HD 321 Exam 1
HD 321 Exam 1 Hudson
HD 321 Exam 2
HD 321 Exam 2 Hudson
HD 321 Exam 3
HD 321 Exam 3 Hudson
Internship Classroom Packet

Target: No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
For Summer 2011, Fall 2011, and Spring 2012, 90% of students in HD 321 and in HD 322 earned a grade of 90 or higher for the laboratory component of the course that includes lesson planning and implementing learning activities. In addition, 90% of students earned an overall course grade of C or higher. Exams assessing students' knowledge of planning, implementing and evaluating learning activities are loaded into the Document Manager. Also a rubric for evaluating the activities that students plan and implement with children is uploaded. HD 495 supervisors of student interns comment that a major strength of students is their ability to plan and implements activities with young children.

Interpretation: The vast majority of students in Early Childhood Education gain the knowledge and skills necessary for planning and implementing meaningful learning activities with infants and toddlers.

Connected Documents
General University Guidelines for Internship
HD 321 Evaluating Curriculum Approaches Presentation Guidelines and Evaluation Criteria
HD 321 Exam 1
HD 321 Exam 1 Hudson
HD 321 Exam 2
HD 321 Exam 2 Hudson
HD 321 Exam 3
HD 321 Exam 3 Hudson
Internship Classroom Packet
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessment in HD 321, HD 322, and HD 495
Established in Cycle: 2011-2012
Maintain or increase the percent of students who earn a grade of A- or higher for their ability to plan and implement activities...

M 4: Course embedded assessments in HD 422 and HD 472
HD 422, HD 472 students design centers and evaluate programs for infants and children for program quality as their major course project. Course embedded assessments in HD 422 and HD 472.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
HD 422 Guidelines for Writing Assignment 1
HD 422 Guidelines for Writing Assignment 2
HD 422 Guidelines for Writing Assignment 3
HD 422 Guidelines for Writing Assignment 4
HD 472 Program Evaluation Project

Target:
At least 80% of students will demonstrate writing proficiency.

Connected Document
HD 472 Program Evaluation Project

Finding (2011-2012) - Target: Not Reported This Cycle
In Summer 2011, Fall 2011 and Spring 2012, 88% of students enrolled in HD 422: Centers and Programs for Children demonstrated the ability to plan centers and programs, and developmentally appropriate learning activities by earning an overall grade of 70 or better. Attached are the writing guidelines for the 4 writing assignments. HD 422 is a University Core Writing class. HD 495 Intern Supervisors stated that the ability to plan and centers and programs for children was a top strength of students in the Early Childhood Education major.

Interpretation: The majority of students majoring in Early Childhood Education develop the knowledge and skills necessary for designing and planning effective centers and programs for young children.

Connected Documents
HD 422 Guidelines for Writing Assignment 1
HD 422 Guidelines for Writing Assignment 2
HD 422 Guidelines for Writing Assignment 3
HD 422 Guidelines for Writing Assignment 4
HD 472 Program Evaluation Project

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessments in HD 422 and HD 472
Established in Cycle: 2011-2012
Maintain or improve the percentage of students who demonstrate the ability to plan and evaluate programs for children.

SLO 3: Use of full range of communication skills and educational technology
Undergraduate students use the full range of communication skills and educational technology to facilitate gathering and delivery of information related to dynamic human communities.

Connected Documents
Additional Details—Early Childhood Education B.S.
Curriculum Maps I—Early Childhood Education B.S.
Curriculum Maps II—Early Childhood Education B.S.

Related Measures

M 5: Course embedded assessments in HD 422 and HD 495
HD 422 students are required to demonstrate writing proficiency; HD 495 students use Word Publisher to produce newsletters for parents; design webpages for communicating with parents; and use social networking to communicate with parents, professional organizations and colleagues. HD 495 course embedded assessment.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
HD 422 Guidelines for Writing Assignment 1
HD 422 Guidelines for Writing Assignment 2
HD 422 Guidelines for Writing Assignment 3
HD 422 Guidelines for Writing Assignment 4
Internship Agency Packet
Internship Classroom Packet

Target:
A minimum of 80% of students will demonstrate writing proficiency.

Connected Documents
HD 422 Guidelines for Writing Assignment 2
HD 422 Guidelines for Writing Assignment 3
HD 422 Guidelines for Writing Assignment 4
Internship Agency Packet
Internship Classroom Packet

Finding (2011-2012) - Target: Met
In Summer 2011, Fall 2011 and Spring 2012, 88% of students in HD 422: Centers and Programs for Children demonstrated writing proficiency by earning an overall grade of 70 or better. Attached are the writing guidelines for the 4 writing assignments. HD 422 is a University Core Writing class.

Interpretation: The majority of students majoring in Early Childhood Education demonstrate writing proficiency and the ability to use technology to gather and disseminate information related to dynamic human communities.

Connected Documents
HD 422 Guidelines for Writing Assignment 1
HD 422 Guidelines for Writing Assignment 3
HD 422 Guidelines for Writing Assignment 4
Internship Agency Packet
Internship Classroom Packet

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessments in HD 422 and HD 495
Established in Cycle: 2011-2012

HD 101, HD 202, HD 205, and HD 382
HD 101, HD 202, HD 205 Course embedded assessment of writing quality on interview and case study papers. HD 382 Course embedded assessment on entries in the service-learning journal and Critical Thinking Activities (Reflective Papers).

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents
HD 101 Guidelines for Writing Midterm Paper
HD 101 Research paper guidelines
HD 101 Research project 3 Scofield
HD 101 Research project 1 Scofield
HD 101 Research project 2 Scofield
HD 205 Case Study Grading Guidelines
HD 205 Exam 1 Horton
HD 205 Exam 3 Horton
HD 205 Exam 4 Horton
HD 382 Eight pt criteria for grading CTA
HD 382 Mentoring Rating form
HD 382-001 Exam 1 Spring 2012
HD 382-001 Exam 2 Spring 2012
HD 382-001 Exam 3 Spring 2012

Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
In HD 101, 70% of students demonstrated quality scientific writing by scoring 70% or better on a writing assignment involving scientific writing; in HD 202 and HD 205, 80% of students earn a score of 70 or better on their case study papers, which involve writing observations and interpretations. In HD 382, 100% of students earn a grade of 70 or better on an assignment using an electronic journal to record entries regarding experiences with mentoring elementary school-aged children in an after-school program.

Interpretation: The majority of students majoring in Early Childhood Education are able to use the full range of communication skills and educational technology.

Connected Documents
HD 101 Guidelines for Writing Midterm Paper
HD 101 Research paper guidelines
HD 101 Research project 3 Scofield
HD 101 Research project 1 Scofield
HD 101 Research project 2 Scofield
HD 205 Case Study Grading Guidelines
HD 382 Eight pt criteria for grading CTA
HD 382 Mentoring Rating form
HD 382-001 Exam 1 Spring 2012
HD 382-001 Exam 2 Spring 2012
HD 382-001 Exam 3 Spring 2012

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessment HD 101, HD 202, HD 205, and HD 382
Established in Cycle: 2011-2012

Have faculty who evaluate students' work for quality of writing share their rubrics for assessing writing proficiency.

SLO 4: Evaluate contextual influences on infant and young children's development
Undergraduate students evaluate contextual influences on infant and young children's development, which includes the influences of culture, community, school, peer group, and family.

Connected Documents
Additional Details-Early Childhood Education B.S.
Curriculum Maps I-Early Childhood Education B.S.
Curriculum Maps II-Early Childhood Education B.S.
M 7: Course embedded assessments in HD 101, HD 202, and HD 205.
HD 101, HD 202, HD 205, HD 401 students identify and analyze the contextual influences of culture, community, school and peers on the development of target children as reported in case study papers. Course embedded assessments in HD 101, HD 202, and HD 205.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
- HD 101 Guidelines for Writing Midterm Paper
- HD 101 Research paper guidelines
- HD 101 Research project 3 Scofield
- HD 101 Research project 1 Scofield
- HD 101 Research project 2 Scofield
- HD 202 Case Study Grading Rubric
- HD 202 Exam 1
- HD 202 Exam 2
- HD 202 Exam 3
- HD 202 Case Study Grading Guidelines
- HD 205 Exam 1 Horton
- HD 205 Exam 2 Horton
- HD 205 Exam 3 Horton
- HD 205 Exam 4 Horton

Target:  
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
For Summer 2011, Fall 2011 and Spring 2012, in HD 101, HD 202, and HD 205, 77 to 81.5% of students demonstrated an understanding of contextual influences on infant and young children’s development by earning a grade of C- or better. Exams for each of these courses which assess contextual influences on development are posted.

Interpretation: The majority of students majoring in Early Childhood Education develop a strong understanding of cultural influences on infant and young children’s development.

Connected Documents
- HD 101 Guidelines for Writing Midterm Paper
- HD 101 Research paper guidelines
- HD 101 Research project 3 Scofield
- HD 101 Research project 1 Scofield
- HD 101 Research project 2 Scofield
- HD 202 Case Study Grading Rubric
- HD 202 Exam 1
- HD 202 Exam 2
- HD 202 Exam 3
- HD 202 Case Study Grading Guidelines
- HD 205 Exam 1 Horton
- HD 205 Exam 2 Horton
- HD 205 Exam 3 Horton
- HD 205 Exam 4 Horton

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessments in HD 101, HD 202, and HD 205
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who earn a grade of C- or better on projects or assignments evaluating students’...

M 8: Course embedded assessment in HD 382, HD 302, HD 401, and HD 488
HD 382 students analyze how the contextual influences of poverty, family, and community affect the physical, cognitive, and social emotional development of children served by the mentoring program in their service-learning journals. HD 302 students identify how contextual influences affect adolescents' development. HD 488 students acquire an understanding of state and community programs aimed at serving at-risk children and families. Course embedded assessment in HD 382, HD 302, HD 401, and HD 488.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
- HD 302 Exam 1 Fsp12
- HD 302 Exam 2 Fall11
- HD 302 Exam 3
- HD 302 FINAL Exam sp2012
- HD 382 Eight pt criteria for grading CTA
- HD 382 Mentoring Rating form
- HD 382-001 Exam 1 Spring 2012
- HD 382-001 Exam 2 Spring 2012
- HD 382-001 Exam 3 Spring 2012
- HD302 Essay rubric

Target:  
No Target Established.
Finding (2011-2012) - Target: Not Reported This Cycle
HD 382 students mentored at-risk elementary school-aged children in a therapeutic after-school program. Sample student comments made on the service-learning journals included, "I now realized what a sheltered life I've lived. These children have so little," "I've never worked with this population before. It's been an eye-opening experience for me," "These children come from families that have nothing. I am so glad that this program exists, I've really enjoyed mentoring and I hope to do it again because I think it really makes a difference in the lives of these children." The HD 382 electronic journal that students complete is uploaded.

For Summer 2011, Fall 2011 and Spring 2012, 72% of students enrolled in HD 302 earned a grade of 75 or better, which indicates that they are able to understand contextual influences on development. HD 488 students hear presentations from leaders and directors of social service programs that serve children and families across the state of Alabama.

Interpretation: The majority of students majoring in Early Childhood Education develop an understanding of cultural influences on children's development. Moreover, students the skills to work with at-risk children from impoverished backgrounds by participating in a service-learning experience involving mentoring in a therapeutic after-school program.

Connected Documents
HD 302 Exam 1 Fsp12
HD 302 Exam 2 Fall11
HD 302 Exam 3
HD 302 FINAL Exam sp2012
HD 382 Eight pt criteria for grading CTA
HD 382 Mentoring Rating form
HD 382-001 Exam 1 Spring 2012
HD 382-001 Exam 2 Spring 2012
HD 382-001 Exam 3 Spring 2012
HD 401 Guideline for Paper and Grading
HD 302 Essay rubric

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessment in HD 382, HD 302, HD 401, and HD 488
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who earn a grade of C or better on assignments that evaluate students' understan...

SLO 5: Ability to critically evaluate the research
Undergraduate students will demonstrate the ability to critically evaluate the research on a topic in human development and family studies, and use basic statistical concepts to improve teaching and providing services to young children and families.

Connected Documents
Additional Details-Early Childhood Education B.S.
Curriculum Maps I-Early Childhood Education B.S.
Curriculum Maps II-Early Childhood Education B.S.

Related Measures
M 9: HD 202 Course embedded assessment
HD 202 students read and evaluate a research study published in a journal article.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
HD 202 Laboratory Grading Rubric -Hernandez-Reif

Target: No Established Target.

Finding (2011-2012) - Target: Not Reported This Cycle
Students in HD 202 read and critically evaluate a research report regarding infant development. Approximately 68% of students earned a grade of 70 (C-) or better on this assignment. Attached is the HD 202 Laboratory Grading Rubric, which assesses students' work on this assignment.

Interpretation: Most students learn how to read and evaluate a research report.

Connected Document
HD 202 Laboratory Grading Rubric -Hernandez-Reif

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

HD 202 Course embedded assessment
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who earn a grade of C or better on the assignment evaluating students' ability t...

M 10: HD 472 students design evaluation projects
HD 472 students design evaluation projects to evaluate the effectiveness of a program for children. These projects require students to use basic statistical tests. HD 472 Course embedded assessment. Students' performance on these assignments will improve as more and more students complete an undergraduate elective course in statistics.

Source of Evidence: Project, either individual or group

Connected Document
HD 472 Program Evaluation Project

Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
HD 472 students observed and evaluated a child care program for infants and young children for program quality. 80% of students earned a grade of C or better on this projects. Students’ weakness was applying statistical concepts. A description of the HD 472 Program Evaluation project is attached.

Interpretation: A large majority of students learn the skills to critically evaluate the quality of a child care program for young children. The skill set that needs the most improvement is their understanding of statistical concepts.

Connected Document
HD 472 Program Evaluation Project

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

HD 472 students design evaluation projects
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who earn a grade of C or better on the program evaluation project. Advisers wil...

SLO 6: Knowledge theories of human development
Undergraduate students will demonstrate their knowledge theories of human development and of patterns of stability and change in physical, cognitive and social-emotional development across the various periods of the lifespan.

Connected Documents
Additional Details-Early Childhood Education B.S.
Curriculum Maps I-Early Childhood Education B.S.
Curriculum Maps II-Early Childhood Education B.S.

Related Measures
M 11: Course embedded assessments in HD 101, HD 202, HD 205, HD 302
Course embedded assessments (examinations and case studies) in HD 101, HD 202, HD 205, HD 302
Source of Evidence: Standardized test of subject matter knowledge

Connected Documents
HD 101 Guidelines for Writing Midterm Paper
HD 101 Research paper guidelines
HD 101 Research project 3 Scofield
HD 101 Research project 1 Scofield
HD 101 Research project 2 Scofield
HD 202 Case Study Grading Rubric
HD 202 Exam 1
HD 202 Exam 2
HD 202 Exam 3
HD 202 Laboratory Grading Rubric -Hernandez-Reif
HD 205 Case Study Grading Guidelines
HD 205 Exam 1 Horton
HD 205 Exam 2 Horton
HD 205 Exam 3 Horton
HD 205 Exam 4 Horton
HD 302 Exam 1 Fsp12
HD 302 Exam 2 Fall11
HD 302 Exam 3
HD 302 FINAL Exam sp2012
HD302 Essay rubric

Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
The majority of students majoring in Early Childhood Education demonstrate their knowledge of theories of human development, and patterns of stability and change in physical, cognitive, and social-emotional development across various periods of the lifespan. Across all courses (HD 101, HD 202, HD 205, HD 302), 68-80% of students demonstrate their knowledge by earning a grade of C or better in the respective courses. In addition, 70-80% of students in courses that required a case study paper earned a grade of C or better. Attached are the exams and case study requirements for HD 101, HD 202, hd 205, and HD 302.

Interpretation: The majority of students majoring in Early Childhood Education gain a deep level of knowledge about the theories of human development, and patterns of stability and change in physical, cognitive, and social-emotional development across various periods of the lifespan.

Connected Documents
HD 101 Guidelines for Writing Midterm Paper
HD 101 Research paper guidelines
HD 101 Research project 3 Scofield
HD 101 Research project 1 Scofield
HD 101 Research project 2 Scofield
HD 202 Case Study Grading Rubric
HD 202 Exam 1
HD 202 Exam 2
HD 202 Exam 3
HD 202 Laboratory Grading Rubric -Hernandez-Reif
HD 205 Case Study Grading Guidelines
HD 205 Exam 1 Horton
HD 205 Exam 2 Horton
HD 205 Exam 3 Horton
HD 205 Exam 4 Horton
HD 302 Exam 1 Fsp12
HD 302 Exam 2 Fall11
HD 302 Exam 3
HD 302 FINAL Exam sp2012
HD302 Essay rubric
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Course embedded assessments in HD 101, HD 202, HD 205, HD 302
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who earn a grade of C or better on assessments of students' understanding of the...

M 12: HD 495 Observations made by supervisors
Observations made by supervisors of internships (HD 495)
Source of Evidence: Field work, internship, or teaching evaluation

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 7: Program Outcome: Sustain high Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 13: AAFCS accreditation
American Association of Family and Consumer Sciences (AAFCS), 10 years of continuing accreditation through 2014.
Source of Evidence: Academic indirect indicator of learning - other

Target:
Maintain Accreditation.
Finding (2011-2012) - Target: Met
Accreditation maintained.

Related Action Plans (by Established cycle, then alpha):
AAFCS accreditation
Established in Cycle: 2011-2012
Maintain AAFCS accreditation.

For full information, see the Details of Action Plans section of this report.

M 14: Internship Supervisors' perceptions
Internship Supervisors' perceptions will perceive the strengths of interns majoring in ECHS/ECD to be interns' knowledge of the field and interns' ability to apply theory and knowledge to practice. (On-site Internship Supervisors’ Evaluations of Interns)
Source of Evidence: Field work, internship, or teaching evaluation

Target:
No Target Established.
Finding (2011-2012) - Target: Not Reported This Cycle

Internship supervisors identified "Knowledge in the field" and "Ability to apply knowledge and theories" as strengths of the student interns.

Connected Documents
- General University Guidelines for Internship
- Internship Agency Packet
- Internship Classroom Packet

Related Action Plans (by Established cycle, then alpha):
- Internship Supervisors' perceptions
  Established in Cycle: 2011-2012
  Maintain or increase the number of positive perceptions that internship supervisors have of student interns.

  For full information, see the Details of Action Plans section of this report.

OthOTcm 8: Program Outcome: Sustain Optimal Level of Enrollment

The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 15: Number of Undergraduate Students
Between 2004 and 2009, the number of majors in the Early Childhood Education/Early Child Development (ECHS/ECD) program nearly doubled. Despite an increase in majors, the number of BS degrees awarded to students with this major declined from 2004 to 2009. The significant increase in enrollment and the drop in BS degrees awarded is attributed to an increase in Distance Learners who typically matriculate through an academic program more slowly than full-time on-campus learners. We expect that the number of degrees awarded will increase as the Distance students finish their academic programs of study. (Note number of majors in Early Childhood Education, May 2012.)

Source of Evidence: Academic indirect indicator of learning - other

Target: No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
As of May 2012, there are 207 undergraduate majors in Early Childhood Education. Interpretation: The number of majors grew from 151 in 2004 to 207 in May 2012. We expect to continue this increase or maintain this number in undergraduate majors in Early Childhood Education.

Related Action Plans (by Established cycle, then alpha):
- Number of Undergraduate Students
  Established in Cycle: 2011-2012
  Maintain or increase the number of students majoring in Early Childhood Education.

  For full information, see the Details of Action Plans section of this report.

M 16: Number of Degrees Awarded
The state-wide pre-k initiative has brought attention to training teachers and delivering high quality programs for children from birth to age in both public schools and private child care businesses. This initiative has helped increase the demand for well trained teachers of young children, which in turn, has increased enrollment in this program. (Note number of degrees awarded for December 2011 and May 2012.)

Source of Evidence: Academic indirect indicator of learning - other

Target: No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
In August 2011, there were 13 students majoring in Early Childhood Education who graduated. In December 2011, there were 22 students who graduated. In May 2012, there were 14 students who graduated. That makes for a total of 49 graduates from the Early Childhood Education program during the 2011-2012 year.

Interpretation: We expect to either increase or maintain this number of graduates in Early Childhood Education.

Related Action Plans (by Established cycle, then alpha):
- Number of Degrees Awarded
  Established in Cycle: 2011-2012
  Maintain or increase the number of BS HES degrees awarded to students majoring in Early Childhood Education.

  For full information, see the Details of Action Plans section of this report.

OthOTcm 9: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Document
- Exit Senior SurveySummary_07142012

Related Measures

M 17: Senior Survey results
100% of students in the Department of Human Development and Family Studies (this includes students majoring in Early Childhood Education/Early Child Development) who complete the Senior Survey will rate the quality of the major as "Good" to "Excellent."

Source of Evidence: Student satisfaction survey at end of the program

Connected Document
100% of Exiting Seniors will respond with Fair to Excellent to the question, "How well do you feel that the degree program prepared you for the job market?"

100% of Exiting Seniors will respond with Fair to Excellent to the question, "Rate the quality of instruction you received."

100% of Exiting Seniors will respond with Fair to Excellent to the question, "Rate the overall quality of the program."

**Finding (2011-2012) - Target: Met**

100% of Exiting Seniors responded with Fair to Excellent to the question, "How well do you feel that the degree program prepared you for the job market?" More specifically, 80% of respondents responded with Good to Excellent, and only 8% of respondents responded with Fair to Adequate. No participant responded with Poor. 100% of Exiting Seniors responded with Fair to Excellent to the question, "Rate the quality of instruction you received." More specifically, 84% of respondents responded with Good to Excellent, and only 9% of respondents responded with Fair to Adequate. No participant responded with Poor. 100% of Exiting Seniors responded with Fair to Excellent to the question, "Rate the overall quality of the program." More specifically, 85% of respondents responded with Good to Excellent, and only 9% of respondents responded with Fair to Adequate. No participant responded with Poor. Some students skipped the question, which explains why the response options do not account for 100% of participants.

**Interpretation:** A vast majority of graduating seniors (across Early Childhood Education and Human Development and Family Studies) highly value their undergraduate program.

**Related Action Plans (by Established cycle, then alpha):**

**Program Outcome: Highly Valued by Program Graduates**

**Established in Cycle:** 2011-2012

Maintain or increase the percentage of graduating seniors who rate the quality of the program as Good to Excellent.

For full information, see the [Details of Action Plans](#) section of this report.

**M 18: Senior Survey: quality of the courses**

Nearly 90% of students in the Department of Human Development and Family Studies (this includes students majoring in Early Childhood Education/Early Child Development) who complete the Senior Survey will rate the quality of the courses as preparation for graduate or professional school as “Good” to “Excellent.” Other assessments include On-Site Internship supervisors’ evaluations of the training received by interns, NSSE data, and results of the HES Alumni Survey.

**Source of Evidence:** Student satisfaction survey at end of the program

**Target:** No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**

Reports from NSSE and College Alumni Survey from previous year.

**Related Action Plans (by Established cycle, then alpha):**

**Senior Survey: quality of the courses**

**Established in Cycle:** 2011-2012

Reassess at the appropriate time.

For full information, see the [Details of Action Plans](#) section of this report.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**AAFCS accreditation**

Maintain AAFCS accreditation.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** AAFCS accreditation | **Outcome/Objective:** Program Outcome: Sustain high Level of Recognized Quality

**Course embedded assessment HD 101, HD 202, HD 205, and HD 382**

Have faculty who evaluate students’ work for quality of writing share their rubrics for assessing writing proficiency.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Course embedded assessment HD 101, HD 202, HD 205, and HD 382 | **Outcome/Objective:** Use of full range of communication skills and educational technology

**Projected Completion Date:** 07/2013

**Responsible Person/Group:** Faculty who teach courses with writing assignments.

**Course embedded assessment in HD 321, HD 322, and HD 495**

Maintain or increase the percent of students who earn a grade of A- or higher for their ability to plan and implement activities for children.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Course embedded assessment in HD 321, HD 322, and HD 495. | Outcome/Objective: Plan and evaluate developmentally appropriate learning activities
Projected Completion Date: 07/2013
Responsible Person/Group: Faculty who teach HD 321 and 322.

Course embedded assessment in HD 382, HD 302, HD 401, and HD 488
Maintain or increase the percentage of students who earn a grade of C or better on assignments that evaluate students' understanding of contextual influences on development.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Course embedded assessment in HD 382, HD 302, HD 401, and HD 488 | Outcome/Objective: Evaluate contextual influences on infant and young children's development
Projected Completion Date: 07/2013
Responsible Person/Group: Faculty who teach HD 382, HD 302, HD 401, and HD 488

Course embedded assessments in HD 101, HD 202, and HD 205
Maintain or increase the percentage of students who earn a grade of C- or better on projects or assignments evaluating students' ability to understand contextual influences on development.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Course embedded assessments in HD 101, HD 202, and HD 205. | Outcome/Objective: Evaluate contextual influences on infant and young children's development
Projected Completion Date: 07/2013
Responsible Person/Group: Faculty who teach HD 101, HD 202, and HD 205.

Course embedded assessments in HD 101, HD 202, HD 205, HD 302
Maintain or increase the percentage of students who earn a grade of C or better on assessments of students' understanding of theories and patterns of stability and change across the various periods of the lifespan.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Course embedded assessments in HD 101, HD 202, HD 205, HD 302 | Outcome/Objective: Knowledge theories of human development
Projected Completion Date: 07/2013
Responsible Person/Group: Faculty who teach HD 101, HD 202, HD 205, HD 302

Course embedded assessments in HD 202 and HD 205
Maintain or increase the percentage of students who earn grades of C or better on assessments of their understanding of child development.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Course embedded assessments in HD 202 and HD 205 | Outcome/Objective: Analyze infant and young children's stages of development
Projected Completion Date: 07/2013
Responsible Person/Group: Faculty who teach HD 202 and HD 205

Course embedded assessments in HD 422 and HD 472
Maintain or improve the percentage of students who demonstrate the ability to plan and evaluate programs for children.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Course embedded assessments in HD 422 and HD 472 | Outcome/Objective: Plan and evaluate developmentally appropriate learning activities
Projected Completion Date: 07/2013
Responsible Person/Group: Faculty who teach HD 422 and HD 472.

Course embedded assessments in HD 422 and HD 495
Have faculty who grade written assignments for quality of writing share rubrics for grading writing proficiency.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Course embedded assessments in HD 422 and HD 495 | Outcome/Objective: Use of full range of communication skills and educational technology
Course embedded assessments in HD 495
Maintain or increase the number of student interns who receive positive feedback from intern supervisors.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Course embedded assessments in HD 495 | Outcome/Objective: Analyze infant and young children's stages of development

Projected Completion Date: 07/2013
Responsible Person/Group: Faculty who teach HD 422 and HD 495

HD 202 Course embedded assessment
Maintain or increase the percentage of students who earn a grade of C or better on the assignment evaluating students' ability to critically evaluate a research article.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HD 202 Course embedded assessment | Outcome/Objective: Ability to critically evaluate the research

Projected Completion Date: 07/2013
Responsible Person/Group: HD 495 Internship Coordinator

HD 472 students design evaluation projects
Maintain or increase the percentage of students who earn a grade of C or better on the program evaluation project. Advisers will encourage more students to take a course in undergraduate statistics.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HD 472 students design evaluation projects | Outcome/Objective: Ability to critically evaluate the research

Projected Completion Date: 07/2013
Responsible Person/Group: Faculty who teach HD 472

HD 495 Observations made by supervisors
Maintain or increase the percentage of student interns who are perceived by internship supervisors as having the knowledge and skills necessary for effective work with children.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HD 495 Observations made by supervisors | Outcome/Objective: Knowledge theories of human development

Projected Completion Date: 07/2013
Responsible Person/Group: HD 495 Internship Coordinator

Internship Supervisors' perceptions
Maintain or increase the number of positive perceptions that internship supervisors have of student interns.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Internship Supervisors' perceptions | Outcome/Objective: Program Outcome: Sustain high Level of Recognized Quality

Number of Degrees Awarded
Maintain or increase the number of BS HES degrees awarded to students majoring in Early Childhood Education.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of Degrees Awarded | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment

Number of Undergraduate Students
Maintain or increase the number of students majoring in Early Childhood Education.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of Undergraduate Students | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment

Program Outcome: Highly Valued by Program Graduates
Maintain or increase the percentage of graduating seniors who rate the quality of the program as Good to Excellent.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Senior Survey results | Outcome/Objective: Program Outcome: Highly Valued by Program Graduates

Projected Completion Date: 07/2013
Responsible Person/Group: HDFS Internship Coordinator and Assessment Coordinator administers the survey.

Senior Survey: quality of the courses
- Reassess at the appropriate time.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Senior Survey: quality of the courses | Outcome/Objective: Program Outcome: Highly Valued by Program Graduates