

## **Introduction to The Program Review Process for Instructional Programs**

### **Program Review at Foothill College**

#### Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

#### Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

#### **Foothill College Program Review Cycle:**

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

Website:<http://foothill.edu/staff/irs/programplans/index.php>

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

**Basic Program Information**

Department Name:**Child Development**

**Program Mission(s):**The CHLD mission is to prepare students with the knowledge, theory, and practical experience necessary to plan, implement and evaluate developmentally appropriate experiences for young children and their families in a variety of settings. The well-rounded curriculum leads to educated individuals who are responsible lifelong learners and take an active interest in the world around them. The Program offers a career certificate ladder and a pathway which culminates in the AA degree and/or transfer to a college or university program and successful employment opportunities.

Program review team:

Name	Department	Position
<b>Jeanne R. Thomas</b>	<b>Child Development</b>	<b>Department Chair</b>

Programs\*covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
<b>Child Development Associate Degree</b>	<b>A.A.</b>	<b>90</b>
<b>Program Supervisor Certificate of Achievement</b>	<b>C.A.</b>	<b>84</b>
<b>Child Development Teacher Certificate of Achievement</b>	<b>C.A.</b>	<b>68</b>

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

\*\*Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

**Four Certificates of Specialization are non transcriptable-CHLD is considering eliminating them. (Early Childhood Education Certificate, School-Age Child Care Certificate, Inclusion & Children with Special Needs Certificate, Infant Toddler Development Certificate). CHLD will confer with Kimberlee Messina in Winter 2012.**

Final Instructional Program Review Template for 2011-2012

**Section 1. Data and Trend Analysis**

1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
<b>Child Development Associate</b>	8	11	14	+21%
<b>Program Supervisor Certificate of Achievement</b>				
<b>Child Development Teacher Certificate of Achievement</b>			6	

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
<b>Certificates of Specialization (Early Childhood Education Certificate, School-Age Child Care Certificate, Inclusion &amp; Children with Special Needs Certificate, Infant Toddler Development Certificate-total awarded)</b>	14	15	4	-73%

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
<b>Enrollment</b>				
<b>Productivity (Goal: 546)</b>				
<b>Success</b>				
<b>Full-time FTEF</b>				
<b>Part-time FTEF</b>				
<b>Full-time Staff</b>				
<b>Part-time Staff</b>				

Department Course Data

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
<b>Ex. ART 1</b>									
<b>Ex. ART 2</b>									

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends. **Enrollment is increasing. Enrollment increased 15% from 09-10 to 10-11.**

2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.

a. AA, AS, transcriptable certificates AA degrees

**The number of AA degrees awarded has increased by 21% since 2009. We have worked hard to support our students in their education path by providing quarterly student orientations. We coordinate with the Counseling department, especially with the 2 counselors assigned to Middlefield campus. Student in beginning CHLD courses are provided guidance about which classes to take next. They are introduced to the CARES advisor and the suggested course pathway. CARES advisor develops an ed plan for students and support them in applying for their child development permits.**

b. Local, non-State approved certificates

c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached. **Four Certificates of Specialization are non transcriptable-I am considering eliminating them.(Early Childhood Education Certificate, School-Age Child Care Certificate, Inclusion & Children with Special Needs Certificate, Infant Toddler Development Certificate). These certificates meet the requirements for the California Commission on Teacher Credentialing Child Development Associate Teacher Permit. I will confer with Kimberlee in Winter 2012.**

3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)

**Since 2006, CHLD has been building its program thorough trying various scheduling configurations. We continue to change our model as we assess what works and what can be approved budget-wise. This affects productivity.**

**CORE classes (15 units) are required by Community Care Licensing and are needed by students to enter the workforce. Most CORE units are offered regularly at both campuses. During the day we have consistently offered 55 on the main campus and alternated the remainder of the CORE classes on the main campus.**

**CHLD 55 (to be replaced by CHLD 1 & CHLD 2 in July 2012) and CHLD 11 are GE classes and serve as a gateway for the Department. The courses introduce students to the field and many continue to enroll in additional CHLD classes in order to enter the work place.**

**CHLD 55 (replaced by CHLD 1/2) has been offered online very successfully along with CHLD 88. CHLD 1 and 2 will be also offered on line.**

Class sizes are set at 50 unless the class is held in specific rooms which limit class size to 40 such as Room J2 at Middlefield. This room is used for courses which need movable tables such as Creative/Artistic Development, Curriculum for Early Care and Education Programs, Music and Movement, Health, Safety and Nutrition in Children's Programs. Other courses are set at 50 but rarely fill to 50. Child Development classes are highly interactive (small group, project discussion, art/music curriculum) and 50 students in a class does not allow for the reflective interactive dynamic teaching CHLD instructors provide. However, instructors are very sensitive to the needs of students (i.e. student can't work if not able to enroll in the classes) and rarely turn away students if seating is available.

CHLD students are typically working in the field during the day and are attending college at night at Middefield. This has led to trying different scheduling strategies through the years. We have begun to include day classes at Middlefield in addition to the main campus.

Students are very interested in weekend and fast track classes. We have had success with weekend classes offered in a traditional format on consecutive Saturdays but there is much more enthusiasm from students about CHLD courses offered also on alternate weekends or fast track Friday/Saturday formats. This meets the student's urgent need for flexibility in managing their school, their work, their families and their lives in general. Alternate weekend scheduling allows for students to complete their reading and assignments on the off weekends and then return to class prepared. This flexibility in scheduling is directly related to student success.

Online classes have proven successful and will be continued. Two classes which lend themselves to distance learning are CHLD 55 and CHLD 88. The classes fill quickly. When CHLD 55 is retired in 2012, CHLD 1 and CHLD 2 will also be offered online and are expected to successful.

4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

#### In 2011-2012 or 2012-2013

Plan to consolidate

- 53NC/53NP to 4 unit course
- 50A/79 to 4 unit course.
- 50/ 59 to 4 unit course.
- 85/ 72 to 4 unit course.

Release time is needed for this revision work. In addition, plans are being considered for elimination of Certificates of Specialization for Early Childhood Education, School Age Child Care and Infant Toddler Development and Inclusion and Children with Special Needs.

-CHLD 86A Mentoring the Early Care and Education Professional was made a support course for the AA degree as of 2011-2012. Enrollment in this class should increase within a few quarters as new students will be guided to enroll in CHLD 86A as their last support class.

Previously students in 86A have been primarily future early care and education administrators.

-CHLD 90B Administration and Supervision of Children's Programs Part 1 , CHLD 90C Administration and Supervision of Children's Programs Part II, and CHLD 91 Administration and Supervision of Children's Programs: Adult Supervision and Leadership are each offered only once a year. Students need each of these classes to qualify as a program director for CA Licensing requirements, the Program Supervision Certificate of Achievement and to qualify for the CA Program Director permit. It would be detrimental for these courses to be offered less than once a year. Students will leave Foothill to go to another college to complete these important workforce requirements.

The Early Childhood Leadership Institute has worked hard through community outreach to keep future and current administrators of children's programs coming to Foothill Child Development for their professional development. These same administrators will send their teachers to Foothill for completion of units and therefore, CHLD enrollment benefits from nurturing this relationship.

The Early Childhood Leadership Institute provides 2 Director RoundTables quarterly for administrators as part of its outreach and networking. In Fall 2011, CHLD (through the Leadership Institute) presented a 1 unit class, A Good Place To Work: Creating a Healthy Organizational Climate. Thirty-two students enrolled, including community early care and education program administrators, West Valley College students, and former and current Foothill CHLD administration students. The class was widely advertised through the community through the LPC and Public Health list serves and generated very positive feedback from the attendees.

##### 5. Curriculum and SLOs

- a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time?

A major Title 5 course revision was completed in the last year with nearly all courses revised. A 2<sup>nd</sup> phase of the major revision is to consolidate the 8 courses listed below into 4 courses.

If not, what is your action plan for bringing your curriculum into compliance?

##### Plan to consolidate

- 53NC/53NP to 4 unit course
- 50A/79 to 4 unit course.
- 50/ 59 to 4 unit course.
- 85/ 72 to 4 unit course.

Release time is needed for this additional course revision and all of its related work. Department chair has a full teaching workload, is responsible for completion of all department assignments and is currently the only FT faculty to do this work until Fall 2012.

- b. Comment on program mapping and how it ties to the college Mission(s).

**The Child Development Program prepares students for success in any area of Child Development. Courses and certificates are designed to ensure that students: 1) meet the hiring requirements for the level of work chosen, 2) meet the requirements needed to obtain State permits to become a Child Development Assistant Associate Teacher, Teacher, and Site Supervisor in state licensed, publicly funded, center-based child care and development programs, and 3) are prepared to advance in their education and obtain a Bachelor of Arts degree.**

**The CHLD mission aligns with the Foothill College mission in that it meets the needs of our diverse population through enhancing basic skills, prepares for career entry in the early care and education field, develops a workforce that values lifelong learning, and guides our students to career opportunities and transfer options.**

- c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.

**CHLD includes the following as Support Courses for the AA and Certificates: ANTH 2A, ENGL 8, PSYCH 14, SOC 40, SOC 57, WMNS 5. These courses provide additional knowledge related to children and their families broaden the student's perspective and may spark interest in other career opportunities.**

- d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

**CHLD has not yet completed the California Community College Early Childhood Educators Curriculum Alignment Project (CAP) largely due to having only 1 FT faculty. This project seeks to develop a lower division eight course "program of study" constructed on an evidence based foundation of teaching competencies. Courses will need to be revised to meet the CAP templates which are eight 3 semester unit courses known as the Lower Division 8. Our 3 quarter unit courses (89, 56, and 95) will need to be reworked to meet this requirement. To be equitable, release time is needed for this course revision and all of its related work. Department chair has a full teaching workload, is responsible for completion of all department assignments and is currently the only FT faculty to do this work. In Fall 2012, a 2<sup>nd</sup> faculty will join the department who may eventually assist with sharing project responsibilities such as CAP. This is VERY welcome news but does not solve the issue in the short run.**

- e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these? **Yes**

6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable).

**CHLD arranges for ESL testing each quarter at Middlefield campus and advertises to our students. CHLD faculty assess student in class writing skills and encourage appropriate students to be tested so that they can be guided appropriately. Students are advised by the CARES Representative (funded by the College and First 5) to take placement tests, basic skills classes and to seek the help of an academic counselor to develop an education plan. The CARES Representative helps student to develop an overall plan for CHLD courses and helps students obtain a CA Child Development permit or certificate. Counselors located at**

**Middlefield and main campuses attend CHLD new student orientations and counsel regarding transfer.**

7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable) **Major courses align with transfer institutions. See 8.**

8. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)

**The Child Development Program prepares students for success in any area of Child Development. Courses and certificates are designed to ensure that students: 1) meet the hiring requirements for the level of work chosen, 2) meet the requirements needed to obtain State permits to become a Child Development Assistant Associate Teacher, Teacher, and Site Supervisor in state licensed, publicly funded, center-based child care and development programs, and 3) are prepared to advance in their education, transfer and obtain a Bachelor of Arts degree.**

## **Section 2. Learning Outcomes Assessment Summary**

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

**ATTACHED**

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat. **ATTACHED**

## **Section 2 Continued: SLO Assessment and Reflection**

2.3 Please provide observations and reflection below.

### **2.3.a Course-Level SLO**

What findings can be gathered from the Course Level Assessments?

Instructors would like more time to develop rubrics, to revise courses as result of reflecting on assessment results, revise their lectures and teaching strategies, suggest changes to SLO's, and reformat classes.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

English writing, speaking and reading in English is of concern for students. Some students are not able to cite articles and texts in preparing a paper or written response.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

## Final Instructional Program Review Template for 2011-2012

CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

Faculty has become more aware of how lectures, assignments, tests and projects contribute to student learning and have made adjustments accordingly. Lack of time to do this work is an issue.

### 2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

Program-level SLO's were assessed Fall 2011 (beginning students) and will be reassessed and reflected upon Spring 2013 (advanced students) –which is the length of time it is assumed that a student will have completed all coursework.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Not complete until 2013

**2.4 Annual Action Plan and Summary:** Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
Additional FT faculty hired, release time or stipends for faculty to do course revision work and develop assessment methods	CHLD 95-“Time is needed for part time instructors to develop rubrics. To think that a part time instructor has the time to write SLOs, develop rubrics, see students, and continue to develop the course in one hour per week office time is unrealistic.” CHLD 59 “More paid time to develop classes, assessments, and grading of papers is needed.”	Workforce development	Additional faculty/ release time will spread the workload and allow time for reflection by faculty. Time to reflect will lead to improved teaching and curriculum development. Additional faculty will allow for more concentrated effort, satisfaction from actual completion of tasks, and improved faculty morale. Additional faculty will provide additional perspectives, ability to address statewide issues, and better results re: attention to details, i.e. “two eyes are better than one.”

**Section 3: Program Goals and Rationale**

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

Workforce Development

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Grow in enrollment, faculty, course offerings, success rate, retention and transfer	Ongoing	Strong CHLD representation & county/community presence, annual regional CHLD conference at Foothill, regular email broadcasts to CHLD student community, on- site Advisor: CARES/Child Development Permit, Child Development Club, bi-quarterly outreach to County's program directors/administrators, quarterly new student orientation, quarterly CHLD Club student book exchange	15% enrollment increase We will continue to work to increase these goals.
Develop leadership development opportunities for students to recognize themselves as professionals	Ongoing	Fall 2011-Student-driven Child Development Club with 5 newly appointed officers.	Dynamic energy! All signs indicate Club will be active this year.
“Customer” Service Approach to meet unique needs of our students	Ongoing	Anecdotal feedback indicates that CHLD faculty provides support services that students do not find at other colleges. Experiences mentioned are faculty availability, prompt response to students concerns, and going the extra mile to support student learning by ensuring books are on reserve, easy access to bluebooks and Scantrons, and providing Saturday faculty office hours. Middlefield's similar “customer service” approach helps CHLD meet this goal. (easy access computer lab, student lounge, onsite bookstore, free parking, friendly service)	“Customer service” approach continues. Continue to seek funding for student expenses such as the book voucher program in Spring 2009, CDTC reimbursement program and CARES cash stipend program. Make students aware of Child Development grants through the Financial Aid Office, CHLD Club book Exchange

**Final Instructional Program Review Template for 2011-2012**

**3.3New Goals: Goals can be multi-year**

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
Additional FT faculty hired, release time or stipends for faculty to do course revision work and develop assessment methods	<p>Long term -3<sup>rd</sup> faculty Hire</p> <p>Short term-release time for Department Chair</p> <p>Short term-stipends for PT faculty to complete department tasks</p>		<p>Additional faculty/ release time will spread the workload and allow time for reflection by faculty. Time to reflect will lead to improved teaching and curriculum development. Additional faculty and release time will allow for more concentrated effort, satisfaction from actual completion of tasks, and improved faculty morale. Additional faculty will provide additional perspectives, ability to address statewide issues, and better results re: attention to details, i.e. "two eyes are better than one."</p>
Determine method to obtain material/supplies for classes (formerly Materials Fee)	<p>Short term timeline. Materials are used to some extent in every CHLD course.</p>	Student Success	<p>Materials for training students in curriculum development include consumables such as paint, markers, paste, glue, clay, paper, health curriculum supplies, supplies/equipment such as scissors, storage bins, musical instruments. All CHLD instructors may use these materials which are stored in a central location and students in such classes as 63N, 89, 71, 72, 73, 95 use materials every week in class. Without a source of funding students miss valuable curriculum development experiences. It is not equitable to expect instructors to provide these materials.</p>

**Section 4: Program Resources and Support**

4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources(Lottery, Measure C, Basic Skills, Perkins, etc.)
Additional 1 FT faculty (to total 3)	\$52, 640-\$86,454	<u>"Additional FT faculty hired, release time or stipends for faculty to do course revision and develop assessment methods"</u>	

Reassigned Time

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources(Lottery, Measure C, Basic Skills, Perkins, etc.)
.1 release time each quarter for Dept Chair	\$23,000	<u>"Additional FT faculty hired, release time or stipends for faculty to do course revision work and develop assessment methods"</u>	

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources(Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources(Lottery, Measure C, Basic Skills, Perkins, etc.)
Funds to provide materials and equipment for curriculum development student training	\$1000	Student Success	Perkins

One-time/Other: (Release time, training, etc.?)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources(Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

Draft Annual Program Review Template for 2011-2012

**Section5: Program Strengths/Opportunities for Improvement**

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	<b>INTERNAL FACTORS</b>	<b>EXTERNAL FACTORS</b>
<b>Strengths</b>	<p>Excellent dedicated faculty who are current practitioners in the field. Strong support and home base at Middlefield Campus.</p> <p>CHLD (through Perkins) provides excellent support for students through CARES (stipend) representative advising and development of educational plans in pursuit of the CA Child Development Permit.</p> <p>Counselors at Middlefield have become skilled in understanding the complexities of the field and work closely with the CARES advisor and dept chair.</p>	<p>CHLD has an excellent reputation in the early childhood community. The Early Childhood Leadership Institute and annual <u>Painting the Future Conference</u> provide regional level early education professional development that is not duplicated in any of the County's 11 community colleges or universities.</p>
<b>Weaknesses</b>	<p>Currently CHLD has 1 FT Faculty who also serves as dept chair. One FT position has been approved for Fall 2012 which is welcomed. CHLD will need an 3<sup>rd</sup> FT faculty in future in order to share the department workload equitably.</p> <p>CHLD offers limited course scheduling selections.</p>	<p>Many assignments, projects, initiatives from both college and state require the attention of the dept chair. This results in her focus being fragmented and less productive. Release time is needed.</p> <p>Students may turn to other colleges which may offer more scheduling options.</p>
<b>Opportunities</b>	<p>Fall 2012 new FT faculty hire may allow for a more equitable workload for dept chair and result in completion of projects. The department organizational culture will benefit from an additional faculty perspective.</p>	<p>The new faculty will be on a tenure track. Working on the many additional dept tasks may be difficult for a tenure-track new faculty.</p>
<b>Threats</b>	<p>The state of the budget may limit future CHLD course offerings.</p> <p>Perkins funds may be limited thus funding for CARES Representative salary may be threatened and this will affect student success.</p> <p>CHLD has little to no supplies budget.</p>	<p>Other colleges may offer more scheduling choices for students and students may leave Foothill CHLD in order to complete career requirements in a timely fashion..</p> <p>Student success will be affected without dedicated supply fund for curriculum development training.</p>

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges? **Addressed previously in this review.**

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

**Reduction of CHLD course offerings due to budget constraints may cause students to go to other college which offer more scheduling options.**

**Numerous projects and initiatives required of the dept cause the department chair's focus to be fragmented. This takes away from faculty concentration on actual teaching responsibilities. This work is responsibility of dept chair who needs .1 release time each quarter.**

**Despite long awaited approval of 1 FT faculty in Fall 2012, dept chair/new faculty workload will remain very burdensome and will continue to detract from teaching responsibilities thus affecting student success.**

**5.4 Address the concerns or recommendations that were made in prior program review cycles. The ability of CHLD to increase some course sections and for the most part continue a full selection of courses in challenging financial times has been very positive. Our enrollment has benefited.**

**The department chair received 2 quarters of .1 release time in past during which Title 5 course revision was completed. The need to complete projects still remains and .1 release time allotted each quarter in order to complete college and state project responsibilities.**

**A FT faculty position was approved for Fall 2012. CHLD has very worked hard to build the program and warrant this new position but we are also very appreciative of the consideration. Thank you!**

**5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program? **Covered previously in this review.****

#### **Section 6: Feedback and Follow Up**

This section is for the Dean to provide feedback.

**6.1 Strengths and successes of the program as evidenced by the data and analysis: With the hiring of a new fulltime CHLD faculty this should give the program needed strengths in the development of curriculum and adding new sections. You have many opportunities to continue to grow. Threats we need to look closely at what is required by the state for the CHLD program and that our course outlines meet those standards.**

**6.2 Areas of concern, if any: We can ask for release time but it is still the faculty who are responsible for the SLO PLO work and to make sure you have part time faculty addressing the SLO's. As we move forward this work should become increasingly streamlined.**

**6.3 Recommendations for improvement: This program review is excellent in addressing current as well as future needs for the department.**

**6.4 Recommended Next steps:**

\_xx\_ Proceed as planned on program review schedule

\_\_\_ Further review/Out of cycle in-depth review

# Unit Assessment Report - Four Column

## Foothill College

### Program (BSS-CHLD) - Child Development AA/CA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Program (BSS-CHLD) - Child Development AA/CA - 1 - Students who successfully complete a certificate or degree in Child Development will demonstrate understanding of the needs and characteristics of children birth through middle childhood and the multiple influences on their development as related to the high quality care and education of young children.</p> <p><b>Start Date:</b> 10/01/2011</p> <p><b>End Date:</b> 06/12/2013</p> <p><b>PL-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> In a Fall 2011 Focus group, 22 students were asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a beginning CHLD student, how well you feel you are able to demonstrate understanding of PLO 1?"</p> <p>In a Spring 2013 Focus group, 22 students will be asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a CHLD student who has completed CORE and support classes, how well you feel you are able to demonstrate understanding of PLO 1?"</p> <p>In Spring 2013 after the students rate the questions, discussion will follow.</p> <p><b>Assessment Method Type:</b> Interviews/Focus Groups</p> <p><b>Target:</b> 80% of students in Spring 2013 focus group will have answered the questions with a 1 or 2 rating.</p>		
<p>Program (BSS-CHLD) - Child Development AA/CA - 2 - Students who successfully complete a certificate or degree in Child Development will demonstrate ethical standards and professional behaviors that deepen knowledge and commitment to the field of early care and education as related to NAEYC Code of Ethical Conduct.</p> <p><b>Year PL-SLO implemented:</b> 2011-2012</p>	<p><b>Assessment Method:</b> In a Fall 2011 Focus group, 22 students were asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a beginning CHLD student, how well you feel you are able to demonstrate understanding of PLO 2?"</p> <p>In a Spring 2013 Focus group, 22 students will be asked to rate on a scale of 1-5 (1</p>		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p><b>Start Date:</b> 10/01/2011</p> <p><b>End Date:</b> 06/12/2013</p> <p><b>PL-SLO Status:</b> Active</p>	<p>highest-5 lowest rating) "As a beginning CHLD student who has completed CORE and support classes, how well do you feel you are able to demonstrate understanding of PLO 2?"</p> <p>In Spring 2013 after students have rated the question, discussion will follow.</p> <p><b>Assessment Method Type:</b> Interviews/Focus Groups</p> <p><b>Target:</b> In Spring 2013, 80% of students will rate the question a 1 or 2 .</p>		

# Unit Course Assessment Report - Four Column

## Foothill College Department - Child Development (CHLD)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Child Development (CHLD) - CHLD 1 - CHILD DEVELOPMENT: PRENATAL TO EARLY CHILDHOOD - CHLD1 - 1. Evaluate and analyze the major theories and research in the field of child development and recognize the implications on current practice in the early childhood field.</p> <p>(Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Start Date:</b> 09/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Exam essay question-Rubric will be used</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>		
<p>Department - Child Development (CHLD) - CHLD 1 - CHILD DEVELOPMENT: PRENATAL TO EARLY CHILDHOOD - SLO 2 - Identify and describe major developmental milestones of early development.</p> <p>(Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Start Date:</b> 09/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Pre and post test</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p>		
<p>Department - Child Development (CHLD) - CHLD 11 - AFFIRMING DIVERSITY IN EDUCATION - SLO 1 - Goal Identification -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Identify the goals of multicultural education and ways they can be incorporated in the classroom. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 11 - AFFIRMING DIVERSITY IN EDUCATION - SLO 2 - Diversity - Analyze the multifaceted nature of diversity and how stereotypes can influence development. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 11 - AFFIRMING DIVERSITY IN EDUCATION - SLO 3 - Demographics in Education - Identify and describe the research regarding the changing demographics in education (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 2 - CHILD DEVELOPMENT: MIDDLE CHILDHOOD TO ADOLESCENCE - SLO 1 - Evaluate and analyze the major theories and research which surround middle childhood</p>	<p><b>Assessment Method:</b> Exam essay question. Rubric will be used</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>development and adolescent development and recognize the implications on current practice in the early childhood field.</p> <p>(Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Start Date:</b> 09/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Child Development (CHLD) - CHLD 2 - CHILD DEVELOPMENT: MIDDLE CHILDHOOD TO ADOLESCENCE - 2 - Identify and describe major developmental milestones of middle childhood development and adolescence. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Start Date:</b> 09/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>		
<p>Department - Child Development (CHLD) - CHLD 50 - SCHOOL-AGE CHILD (5-12): BEHAVIOR &amp; DEVELOPMENT - SLO 1 - Child Development Theories - Examine the major principals of two theories in child development and ways that they can be implemented in the classroom. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Pre and Post test</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Active</p> <p>Department - Child Development (CHLD) - CHLD 50 - SCHOOL-AGE CHILD (5-12): BEHAVIOR &amp; DEVELOPMENT - SLO 2 - Self Esteem - Determine several strategies to enhance children's self-esteem. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Child Development (CHLD) - CHLD 50 - SCHOOL-AGE CHILD (5-12): BEHAVIOR &amp; DEVELOPMENT - SLO 3 - Conflict Resolution - Teach conflict resolution skills to children. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>		
<p>Department - Child Development (CHLD) - CHLD 50A - INFANT/TODDLER DEVELOPMENT - SLO 1 - Relationship Based Learning - Identify the principles of relationship based learning with infants and toddlers. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Child Development (CHLD) - CHLD 50A - INFANT/TODDLER DEVELOPMENT - SLO 2 - Developmental Pathways - Compare developmental pathways of young infants, mobile infants, and toddlers. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 50A - INFANT/TODDLER DEVELOPMENT - SLO 3 - Cultural Patterns - Recognize the differences between independent and interdependent cultural patterns. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 53NC - SUPPORTING CHILDREN WITH SPECIAL NEEDS IN CHILDREN'S PROGRAMS - SLO 1 - Building Partnerships - Identify the supports needed for all children and their families, as it relates to building partnerships with professionals in other disciplines. (i.e. therapists, doctors, educators, case managers, etc.) (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Child Development (CHLD) -  CHLD 53NC - SUPPORTING CHILDREN  WITH SPECIAL NEEDS IN CHILDREN'S  PROGRAMS - SLO 2 - Learning  Environments - Design effective learning  environments and experiences for all  children including children with disabilities  and other special needs conditions. (Created  By Department - Child Development  (CHLD))</p> <p><b>Assessment Cycles:</b>  2011-2012  2012-2013</p> <p><b>Course-Level SLO Status:</b>  Active</p>	<p>Department - Child Development (CHLD) -  CHLD 53NC - SUPPORTING CHILDREN  WITH SPECIAL NEEDS IN CHILDREN'S  PROGRAMS - SLO 3 - Community Support  Services - Identify a variety of children's  programs in the community and have  knowledge of the services they offer.  (Created By Department - Child  Development (CHLD))</p> <p><b>Assessment Cycles:</b>  2011-2012  2012-2013</p> <p><b>Course-Level SLO Status:</b>  Active</p>		
<p>Department - Child Development (CHLD) -  CHLD 53NP - DEVELOPMENT OF  CHILDREN WITH SPECIAL NEEDS - SLO 1  - Special Needs - Recognize and understand  a variety of specific diagnosed disabilities  and other special needs conditions. (Created  By Department - Child Development  (CHLD))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active		
Department - Child Development (CHLD) - CHLD 53NP - DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS - SLO 2 - Developmental Behavior Identification - Identify atypical developmental behaviors through observation based on typical developmental patterns and chronological age norms across developmental domains. (Created By Department - Child Development (CHLD))	<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active	
Department - Child Development (CHLD) - CHLD 53NP - DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS - SLO 3 - Community Support Services - Research services and agencies within the community to assist families in obtaining referrals and accessing services for their children. (Created By Department - Child Development (CHLD))	<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active	
Department - Child Development (CHLD) - CHLD 55 - CHILD GROWTH & DEVELOPMENT - SLO 1 - Behavior Identification - Identify the behaviors and			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>characteristics of children birth through adolescence. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 55 - CHILD GROWTH &amp; DEVELOPMENT - SLO 2 - Developmental Influences - Demonstrate knowledge of the major influences to development including culture, heredity, and environmental factors. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 55 - CHILD GROWTH &amp; DEVELOPMENT - SLO 3 - Implications of Child Development Theories - Identify the different theories of child development and their implications on current practice in the early childhood field. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 56 - OBSERVATION &amp; ASSESSMENT - SLO 1 - Documentation Panel - Identify the different components of a</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>documentation panel. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 56 - OBSERVATION &amp; ASSESSMENT - SLO 2 - Observation Process - Demonstrate knowledge of the process of identifying individual needs through observation. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 56 - OBSERVATION &amp; ASSESSMENT - SLO 3 - Observational Data Collection - Describe the various methods of collecting observational data on children. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 56N - PRINCIPLES &amp; PRACTICES OF TEACHING YOUNG CHILDREN - SLO 1 - Best Practices - Interpret best teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>philosophies, and ethical standards. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 56N - PRINCIPLES &amp; PRACTICES OF TEACHING YOUNG CHILDREN - SLO 2</p> <p>- Teacher's Role - Evaluate the teacher's role in providing best practices in early childhood programs. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 56N - PRINCIPLES &amp; PRACTICES OF TEACHING YOUNG CHILDREN - SLO 3</p> <p>- Play - Examine the value of play as a vehicle for developing skills, knowledge, dispositions and strengthening relationships among young children. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 56N - PRINCIPLES &amp; PRACTICES OF TEACHING YOUNG CHILDREN - SLO 4</p> <p>- Ethical Conduct - Demonstrate an understanding of ethical and professional</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>standards based upon NAEYC's Code of Ethical Conduct. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 59 - WORKING WITH SCHOOL-AGE CHILDREN: PRINCIPLES &amp; PRACTICES - SLO 1 - Behavior Identification - Identify the behaviors and characteristics of children ages five to twelve years. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 59 - WORKING WITH SCHOOL-AGE CHILDREN: PRINCIPLES &amp; PRACTICES - SLO 2 - Developmentally Appropriate Child Care - Define the elements of developmentally appropriate, high quality school-age child care. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 59 - WORKING WITH SCHOOL-AGE CHILDREN: PRINCIPLES &amp; PRACTICES - SLO 3 - Effective Caregivers - Define the characteristics of effective caregivers.</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>(Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Child Development (CHLD) - CHLD 63N - ARTISTIC &amp; CREATIVE DEVELOPMENT - SLO 1 - Creative Growth - Compare and contrast methods that encourage and discourage creative growth in the young child. (Created By Department - Child Development (CHLD))</p>		
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Child Development (CHLD) - CHLD 63N - ARTISTIC &amp; CREATIVE DEVELOPMENT - SLO 2 - Sensitivity to the Arts - Identify the benefits of using a variety of media to promote children's sensitivity to, and use of various tactile, visual and performing arts. (Created By Department - Child Development (CHLD))</p>		
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Child Development (CHLD) - CHLD 63N - ARTISTIC &amp; CREATIVE DEVELOPMENT - SLO 3 - Creativity - Understand the elements of creativity and creative thinking. (Created By Department - Child Development (CHLD))</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active		
Department - Child Development (CHLD) - CHLD 68 - SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT - SLO 1 - Special Topics - Demonstrate research skills, critical thinking and application of knowledge in topical areas in the study of child development. (Created By Department - Child Development (CHLD))			
<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active		
Department - Child Development (CHLD) - CHLD 68 - SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT - SLO 2 - Child Development Theory - Demonstrate knowledge of child development theory in the field of early care and education. (Created By Department - Child Development (CHLD))			
<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active		
Department - Child Development (CHLD) - CHLD 68X - SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT - SLO 1 - Special Topics - Demonstrate research skills, critical thinking and application of knowledge in topical areas in the study of child development. (Created By Department			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>- Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Child Development (CHLD) - CHLD 68X - SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT - SLO 2 - Child Development Theory - Demonstrate knowledge of child development theory in the field of early care and education.</p> <p>(Created By Department - Child Development (CHLD))</p>		
<p>Department - Child Development (CHLD) - CHLD 68Y - SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT - SLO 1 - Special Topics - Demonstrate research skills, critical thinking and application of knowledge in topical areas in the study of child development. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 68Y - SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT - SLO 2 - Child Development Theory - Demonstrate knowledge of child development theory in the field of early care and education.</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>(Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Child Development (CHLD) - CHLD 68Z - SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT - SLO 1 - Special Topics - Demonstrate research skills, critical thinking and application of knowledge in topical areas in the study of child development. (Created By Department - Child Development (CHLD))</p>		
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Child Development (CHLD) - CHLD 68Z - SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT - SLO 2 - Child Development Theory - Demonstrate knowledge of child development theory in the field of early care and education. (Created By Department - Child Development (CHLD))</p>		
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Child Development (CHLD) - CHLD 71 - PLANNING CREATIVE ART ACTIVITIES FOR CHILDREN - SLO 1 - Art Experience - Demonstrate the ability to plan, prepare, and facilitate an open-ended art</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>experience. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Child Development (CHLD) - CHLD 71 - PLANNING CREATIVE ART ACTIVITIES FOR CHILDREN - SLO 2 - Art Media - Recognize of the variety of art media that can be used with young children to encourage their creativity. (Created By Department - Child Development (CHLD))</p>		
<p>Department - Child Development (CHLD) - CHLD 71 - PLANNING CREATIVE ART ACTIVITIES FOR CHILDREN - SLO 3 - Creativity - Demonstrate knowledge of methods to foster creativity in young children. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 72 - LANGUAGE DEVELOPMENT - SLO 1 - Language - Identify the stages of language acquisition and development. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active		
Department - Child Development (CHLD) - CHLD 72 - LANGUAGE DEVELOPMENT - SLO 2 - Language Integration - Demonstrate knowledge of how language can be integrated throughout the program. (Created By Department - Child Development (CHLD))	<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active	
Department - Child Development (CHLD) - CHLD 72 - LANGUAGE DEVELOPMENT - SLO 3 - Social Context - Recognize and understand the importance of studying language development within a social context. (Created By Department - Child Development (CHLD))	<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active	
Department - Child Development (CHLD) - CHLD 73 - MUSIC & MOVEMENT IN THE EARLY YEARS - SLO 1 - Music and Development - Demonstrate knowledge of current research linking music to areas of development (Created By Department - Child Development (CHLD))	<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active		
Department - Child Development (CHLD) - CHLD 73 - MUSIC & MOVEMENT IN THE EARLY YEARS - SLO 2 - Music Plan - Design a music plan to enhance various areas of development. (Created By Department - Child Development (CHLD))	<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active	
Department - Child Development (CHLD) - CHLD 73 - MUSIC & MOVEMENT IN THE EARLY YEARS - SLO 3 - Music Materials - Evaluate music materials for their appropriateness for young children. (Created By Department - Child Development (CHLD))	<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active	
Department - Child Development (CHLD) - CHLD 74 - SCIENCE & NATURE - SLO 1 - Appropriate Science and Nature Activities - Plan, facilitate, and evaluate developmentally appropriate science and nature activities (Created By Department - Child Development (CHLD))	<b>Assessment Cycles:</b> 2011-2012		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013			
<b>Course-Level SLO Status:</b> Active	Department - Child Development (CHLD) - CHLD 74 - SCIENCE & NATURE - SLO 2 - Curriculum Planning - Demonstrate an understanding of the importance of science and nature when planning curriculum in an early childhood program. (Created By Department - Child Development (CHLD))		
<b>Assessment Cycles:</b> 2011-2012 2012-2013			
<b>Course-Level SLO Status:</b> Active	Department - Child Development (CHLD) - CHLD 74 - SCIENCE & NATURE - SLO 3 - Integrating Science - Develop a plan to integrate science with music, cooking, and other daily activities. (Created By Department - Child Development (CHLD))		
<b>Assessment Cycles:</b> 2011-2012 2012-2013			
<b>Course-Level SLO Status:</b> Active	Department - Child Development (CHLD) - CHLD 79 - CARING FOR INFANTS & TODDLERS IN GROUPS - SLO 1 - Environment - Design a high quality environment for infants and toddlers. (Created By Department - Child Development (CHLD))		
<b>Assessment Cycles:</b> 2011-2012 2012-2013			
<b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Active</p> <p>Department - Child Development (CHLD) - CHLD 79 - CARING FOR INFANTS &amp; TODDLERS IN GROUPS - SLO 2 - Cultural Sensitivity - Analyze the role of cultural sensitivity as it relates to infant, toddlers and families in group care settings. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Child Development (CHLD) - CHLD 79 - CARING FOR INFANTS &amp; TODDLERS IN GROUPS - SLO 3 - Caregiver Role - Describe the caregiver's role at each stage of infancy in supporting infant/toddler development in group care environments. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>		
<p>Department - Child Development (CHLD) - CHLD 82 - PLANNING CREATIVE DRAMATICS - SLO 1 - Children's Books - Analyze and compare children's books that would be the most successful for children to use for story re-enactment experiences (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Child Development (CHLD) - CHLD 82 - PLANNING CREATIVE DRAMATICS - SLO 2 - Props for Storytelling - Demonstrate the use of various props that can be used to tell or re-enact a story. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p>	<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Child Development (CHLD) - CHLD 82 - PLANNING CREATIVE DRAMATICS - SLO 3 - Curriculum Planning - Develop a curriculum plan promoting large motor, small motor, social-emotional and language development through dramatics. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p>	<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Child Development (CHLD) - CHLD 85 - LITERACY &amp; LITERATURE IN EARLY CHILDHOOD EDUCATION - SLO 1 - Age Appropriate Literature - Identify age- appropriate literature to support the developmental needs of young children. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013			
<b>Course-Level SLO Status:</b> Active	Department - Child Development (CHLD) - CHLD 85 - LITERACY & LITERATURE IN EARLY CHILDHOOD EDUCATION - SLO 2 - Literature Presentation Techniques - Demonstrate understanding of methods and techniques for presenting literature to young children. (Created By Department - Child Development (CHLD))		
<b>Assessment Cycles:</b> 2011-2012 2012-2013			
<b>Course-Level SLO Status:</b> Active	Department - Child Development (CHLD) - CHLD 85 - LITERACY & LITERATURE IN EARLY CHILDHOOD EDUCATION - SLO 3 - Emergent Literacy - Discuss the theoretical principles of emergent literacy in young children. (Created By Department - Child Development (CHLD))		
<b>Assessment Cycles:</b> 2011-2012 2012-2013			
<b>Course-Level SLO Status:</b> Active	Department - Child Development (CHLD) - CHLD 86A - MENTORING THE EARLY CARE & EDUCATION PROFESSIONAL - SLO 1- Best Practices - Define and summarize early childhood best practices. (Created By Department - Child Development (CHLD))		
<b>Assessment Cycles:</b> 2011-2012			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013  <b>Course-Level SLO Status:</b> Active	Department - Child Development (CHLD) - CHLD 86A - MENTORING THE EARLY CARE & EDUCATION PROFESSIONAL - SLO 2 - Developmental Stages - Identify and apply knowledge of the developmental stages of assistant teachers, student teachers, parents and volunteers. (Created By Department - Child Development (CHLD))		
<b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	Department - Child Development (CHLD) - CHLD 86A - MENTORING THE EARLY CARE & EDUCATION PROFESSIONAL - SLO 3 - Communication Skills - Demonstrate effective communication skills and positive interactions between adults in the classroom. (Created By Department - Child Development (CHLD))		
<b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	Department - Child Development (CHLD) - CHLD 86B - PRACTICUM STUDENT TEACHING IN AN EARLY CHILDHOOD PROGRAM - SLO 1 - Developmentally appropriate activities - Plan, facilitate and evaluate developmentally appropriate activities in various learning areas. (Created By Department - Child Development		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>(CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Child Development (CHLD) - CHLD 86B - PRACTICUM STUDENT TEACHING IN AN EARLY CHILDHOOD PROGRAM - SLO 2 - Teacher's Role - Identify a teacher's role and communicate the principles and philosophies of early childhood education. (Created By Department - Child Development (CHLD))</p>		
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Child Development (CHLD) - CHLD 88 - CHILD, FAMILY &amp; COMMUNITY - SLO 1 - Local Resources - Demonstrate familiarity of local resources to assist children and families. (Created By Department - Child Development (CHLD))</p>	<p><b>Assessment Method:</b> Group presentation to inform class about community resource.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> EXAMPLE - 80% of students in this class will demonstrate knowledge of a community resource.</p>	<p>12/06/2011 - EXAMPLE - 82% of my students in Fall quarter demonstrated knowledge.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> A full time faculty member</p> <p><b>IL-SLO Reflection:</b> Community awareness.</p>
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Child Development (CHLD) - CHLD 88 - CHILD, FAMILY &amp; COMMUNITY - SLO 2 - Family - Identify various family structures, family strengths, and family stressors. (Created By Department - Child Development (CHLD))</p>		
<p><b>Assessment Cycles:</b> 2011-2012</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013			
<b>Course-Level SLO Status:</b> Active	Department - Child Development (CHLD) - CHLD 88 - CHILD, FAMILY & COMMUNITY - SLO 3 - Culture - Demonstrate understanding of the impact of culture on a child's development. (Created By Department - Child Development (CHLD))		
<b>Assessment Cycles:</b> 2011-2012 2012-2013			
<b>Course-Level SLO Status:</b> Active	Department - Child Development (CHLD) - CHLD 88B - POSITIVE BEHAVIOR MANAGEMENT - SLO 1 - Behavior - Investigate the probable causes of behavior as it relates to culture, family values, second language acquisition and environment. (Created By Department - Child Development (CHLD))		
<b>Assessment Cycles:</b> 2011-2012 2012-2013			
<b>Course-Level SLO Status:</b> Active	Department - Child Development (CHLD) - CHLD 88B - POSITIVE BEHAVIOR MANAGEMENT - SLO 2 - Conflict Resolution - Demonstrate effective age appropriate strategies when addressing conflict resolution scenarios. (Created By Department - Child Development (CHLD))		
<b>Assessment Cycles:</b> 2011-2012			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013			
<b>Course-Level SLO Status:</b> Active	Department - Child Development (CHLD) - CHLD 88B - POSITIVE BEHAVIOR MANAGEMENT - SLO 3 - Temperament Traits - Identify the nine temperament traits of children. (Created By Department - Child Development (CHLD))		
<b>Assessment Cycles:</b> 2011-2012 2012-2013			
<b>Course-Level SLO Status:</b> Active	Department - Child Development (CHLD) - CHLD 89 - CURRICULUM FOR EARLY CARE & EDUCATION PROGRAMS - SLO 1 - Interest Centers - Evaluate various areas of the classroom by analyzing what children learn in various interest centers. (Created By Department - Child Development (CHLD))		
<b>Assessment Cycles:</b> 2011-2012 2012-2013			
<b>Course-Level SLO Status:</b> Active	Department - Child Development (CHLD) - CHLD 89 - CURRICULUM FOR EARLY CARE & EDUCATION PROGRAMS - SLO 2 - Lesson Web - Generate a lesson web incorporating creative activities for all interest areas (Created By Department - Child Development (CHLD))		
<b>Assessment Cycles:</b> 2011-2012 2012-2013			
<b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Active</p> <p>Department - Child Development (CHLD) - CHLD 89 - CURRICULUM FOR EARLY CARE &amp; EDUCATION PROGRAMS - SLO 3 - Learning Environment - Explain the relationship between a quality learning environment and developmentally appropriate practice. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b></p> <p>2011-2012</p> <p>2012-2013</p> <p><b>Course-Level SLO Status:</b></p> <p>Active</p>			
<p>Department - Child Development (CHLD) - CHLD 90B - ADMINISTRATION &amp; SUPERVISION OF CHILDREN'S PROGRAMS PART I - SLO 1 - Director as Administrator - Identify the roles and responsibilities of the director as administrator of an early care and education program. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b></p> <p>2011-2012</p> <p>2012-2013</p> <p><b>Course-Level SLO Status:</b></p> <p>Active</p>			
<p>Department - Child Development (CHLD) - CHLD 90B - ADMINISTRATION &amp; SUPERVISION OF CHILDREN'S PROGRAMS PART I - SLO 2 - Program Philosophy - Analyze the importance of program philosophy to all other aspects of operation and systems development. (Created By Department - Child Development (CHLD))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active		
Department - Child Development (CHLD) - CHLD 90B - ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART I - SLO 3 - Financial Management - Apply key concepts to manage financial and funding aspects of an early care and education program. (Created By Department - Child Development (CHLD))			
<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active		
Department - Child Development (CHLD) - CHLD 90B - ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART I - CHLD 90 B - to be awesome (Created By Department - Child Development (CHLD))	<b>Assessment Method:</b> This is fake. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80 % of my students will get a 4 on my essay.		
Department - Child Development (CHLD) - CHLD 90C - ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART 2 - SLO 1 - Marketing Materials - Analyze the effectiveness of various marketing materials summarizing information about early care and education programs. (Created By Department - Child			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Development (CHLD))</p> <p><b>Assessment Cycles:</b></p> <p>2011-2012</p> <p>2012-2013</p> <p><b>Course-Level SLO Status:</b></p> <p>Active</p>			
<p>Department - Child Development (CHLD) - CHLD 90C - ADMINISTRATION &amp; SUPERVISION OF CHILDREN'S PROGRAMS PART 2 - SLO 2 - Parent Tour</p> <p>- Demonstrate knowledge needed to effectively conduct a parent tour in marketing an early care and education program.</p> <p>(Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b></p> <p>2011-2012</p> <p>2012-2013</p> <p><b>Course-Level SLO Status:</b></p> <p>Active</p>	<p>Department - Child Development (CHLD) - CHLD 90C - ADMINISTRATION &amp; SUPERVISION OF CHILDREN'S PROGRAMS PART 2 - SLO 2 - Parent Tour</p> <p>- Demonstrate knowledge needed to effectively conduct a parent tour in marketing an early care and education program.</p> <p>(Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b></p> <p>2011-2012</p> <p>2012-2013</p> <p><b>Course-Level SLO Status:</b></p> <p>Active</p>		
<p>Department - Child Development (CHLD) - CHLD 90C - ADMINISTRATION &amp; SUPERVISION OF CHILDREN'S PROGRAMS PART 2 - SLO 3 - Professional Assessments - Demonstrate knowledge in using an early care and education assessment using selected professional assessments such as ECERS. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b></p> <p>2011-2012</p> <p>2012-2013</p> <p><b>Course-Level SLO Status:</b></p> <p>Active</p>	<p>Department - Child Development (CHLD) - CHLD 90C - ADMINISTRATION &amp; SUPERVISION OF CHILDREN'S PROGRAMS PART 2 - SLO 3 - Professional Assessments - Demonstrate knowledge in using an early care and education assessment using selected professional assessments such as ECERS. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b></p> <p>2011-2012</p> <p>2012-2013</p> <p><b>Course-Level SLO Status:</b></p> <p>Active</p>		
<p>Department - Child Development (CHLD) - CHLD 91 - ADMINISTRATION &amp; SUPERVISION: ADULT SUPERVISION &amp; LEADERSHIP - SLO 1 - Strategies - Analyze</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>guidance, teaching and evaluation strategies that are used for adults supervised in early care and education settings. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 91 - ADMINISTRATION &amp; SUPERVISION: ADULT SUPERVISION &amp; LEADERSHIP - SLO 2 - Identification of learning stages - Identify the developmental learning stages of teachers and other adults in an early care and education program. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 91 - ADMINISTRATION &amp; SUPERVISION: ADULT SUPERVISION &amp; LEADERSHIP - SLO 3 - Leadership Styles and Development - Identify leadership styles and assess one's own leadership development. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 91 - ADMINISTRATION &amp;</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>SUPERVISION: ADULT SUPERVISION &amp; LEADERSHIP - SLO 4 - Change - Demonstrate understanding of the value and impact of change in early care and education settings. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 95 - HEALTH, SAFETY &amp; NUTRITION IN CHILDREN'S PROGRAMS - SLO 1 - Emergency Preparedness - Demonstrate knowledge of information on planning for emergencies and natural disasters. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Child Development (CHLD) - CHLD 95 - HEALTH, SAFETY &amp; NUTRITION IN CHILDREN'S PROGRAMS - SLO 2 - Nutrition Planning - Identify the components of the food pyramid and be able to plan healthy meals and/or snacks for children. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
Department - Child Development (CHLD) -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>CHLD 95 - HEALTH, SAFETY &amp; NUTRITION IN CHILDREN'S PROGRAMS - SLO 3 - Child Abuse - Identify signs and symptoms of child abuse and know how to report suspected abuse. (Created By Department - Child Development (CHLD))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Chemistry 70 was beneficial to these students; helping them develop more effective study strategies and skills.

**Content** No recommended changes at this time, but see (G).

**Method** No recommended changes.

**Assignment** No recommended changes.

**Evaluation** No recommended changes.

**Current SLO** No recommended changes.

**Assessment** No recommended changes.

**Other** The content for Chemistry 70 includes a series of guidelines and exercises designed to help students develop better study skills and strategies, both inside and outside the classroom. This content was written by one instructor, without review by other faculty. A review by other faculty in the department, followed by modifications deemed necessary will help improve the effectiveness of the course.

**Resource** No.

**Comments** No.

CHEM 100 CHEMISTRY STUDENT ASSISTANCE  
CHEM 100X CHEMISTRY STUDENT ASSISTANCE  
CHEM 100Y CHEMISTRY STUDENT ASSISTANCE

0 of 15 Course IDs for *CHIN* in the Language Arts Division have SLOs Defined.

2010-2011

Course ID	Title	Refections
CHIN 1	ELEMENTARY CHINESE I	No SLO record.
CHIN 2	ELEMENTARY CHINESE II	No SLO record.
CHIN 3	ELEMENTARY CHINESE III	No SLO record.
CHIN 4	INTERMEDIATE CHINESE I	No SLO record.
CHIN 5	INTERMEDIATE CHINESE II	No SLO record.
CHIN 6	INTERMEDIATE CHINESE III	No SLO record.
CHIN 13A	INTERMEDIATE CONVERSATION I	No SLO record.
CHIN 13B	INTERMEDIATE CONVERSATION II	No SLO record.
CHIN 13C	INTERMEDIATE CONVERSATION III	No SLO record.
CHIN 14A	ADVANCED CONVERSATION I	No SLO record.
CHIN 14B	ADVANCED CONVERSATION II	No SLO record.
CHIN 14C	ADVANCED CONVERSATION III	No SLO record.
CHIN 25A	ADVANCED COMPOSITION & READING I	No SLO record.
CHIN 25B	ADVANCED COMPOSITION & READING II	No SLO record.
CHIN 103	CHINESE BUSINESS CULTURE & ETIQUETTE	No SLO record.

27 of 32 Course IDs for *CHLD* in the Business and Social Sciences Division have SLOs Defined.

2010-2011

Course ID	Title	Refections
CHLD 1	CHILD DEVELOPMENT: PRENATAL TO EARLY CHILDHOOD	No SLO record.
CHLD 2	CHILD DEVELOPMENT: MIDDLE CHILDHOOD TO ADOLESCENCE	No SLO record.
CHLD 11	AFFIRMING DIVERSITY IN EDUCATION	
<b>Finding</b>	Maximum points were 30 points. 74% received 25-30 points. 24% received 20-24 points. 2% received less than 20.	
<b>Content</b>	More discussions about these terms	
<b>Method</b>	Add additional hands on activities.	
<b>Assignment</b>	None	
<b>Evaluation</b>	None	
<b>Current SLO</b>	none	
<b>Assessment</b>	none	

Other None  
Resource none  
Comments No

*Second Reflection set*

**Finding** In the beginning of class, this was a very difficult assignment for the students. However at the end of the quarter, 98% of the student chose books in specified categories without stereotypes.

Content None  
Method None  
Assignment none  
Evaluation None  
Current SLO None  
**Assessment.** I will share the rubric with the students  
Other None  
Resource none  
Comments None

*Third Reflection set*

**Finding** 60 points was the maximum. 86% received between 55-60- points. 12% received 50-54 points.

Content None  
Method none  
Assignment None  
Evaluation none  
Current SLO None  
**Assessment.** None  
Other None  
Resource None  
Comments None

CHLD 50 SCHOOL-AGE CHILD (5-12): BEHAVIOR & DEVELOPMENT

**Finding** Out of 19 students, 14 students turned in the take home assignment.

43% received 18-20 points.

43% received 13-17 points. 7% received 10-12 points and 7% received less than 10 points. In addition 64% of the students shared their paper and application of the theories in class which was another opportunity to discuss the theories and expand on their practical implementation.

**Content** Examine the theories in more sessions.

Method none

Assignment none

Evaluation I will add a quiz next time.

**Current SLO** Several of the students were not teachers in the classroom and it was hard for them to come up with examples.

**Assessment.** I will share the rubric with the students.

Other none

Resource I would like to see more examples of rubrics that are related to such a course.

Comments none

*Second Reflection set*

**Finding** 18 out of 19 students did this assignment.

50% had 18-20 points.

28% received 13-17 points

17% had 10-12 points

5% had lower than 9 points

**Content** We focused more throughout class on this subject and students' final paper showed their improvement on implementing strategies to foster healthy self-esteem.

**Method** More group work and role playing in class.

Assignment none

**Evaluation** none

**Current SLO** none

**Assessment.** I will share the rubric with the students.

**Other** none

**Resource** I would like to see more examples of rubrics that are related to such a course.

**Comments** none

*Third Reflection set*

**Finding** The quiz, the in class exercises and role playing indicated that the students gained skills in using the different steps of problem solving. However they need practice to improve these skills.

**Content** More time should be dedicated to practice the different steps of problem solving strategy.

**Method** More group work

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** none

#### CHLD 50A INFANT/TODDLER DEVELOPMENT

**Finding** Students were most able to articulate the developmental progression of skills over the ages of infancy. Students had a difficult time making connections or changing perspective from what I taught by domain to a 'whole child' perspective. Students demonstrated increased understanding of the role of the caregiver/parent in supporting continued developmental pathways from young infancy to toddlerhood.

**Content** None

**Method** I will try to emphasize the 'whole child' aspects of development as a part of teaching about skills from each of the separate domains rather than have it be a 'connection' we make at the end.

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** I will have to change the organization of my lecture notes and in class activities format to match the 'whole child' perspective more effectively as we go along in the course, as it is now divided by age and domain. No additional resources are needed except for time dedicated to making the changes and printing of new handouts for the course.

**Comments** It was difficult to fit everything in to the winter quarter as scheduled on a Monday PM because there were two class sessions that were holidays, no classes held. I felt pressure to move more quickly in teaching some information than I would have liked. This may also be why students struggled with the 'connections', I didn't give enough time in class to talk through what I was expecting them to write in the journal.

#### CHLD 53NC SUPPORTING CHILDREN WITH SPECIAL NEEDS IN CHILDREN'S PROGRAMS

#### CHLD 53NP DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS

**Finding** Students were able to define and describe characteristics of the specific diagnosed disabilities. They were able to recognize characteristics of disabilities in relation to expected behaviors and observed behaviors & skills. It was more difficult to convey understanding disability as it is very much based on understanding individual children.

**Content** none

**Method** none

**Assignment** By expanding the observation assignment to include more focus on a specific disability this will offer students more real-world experience to first hand better understand an individual with a specific disability.

**Evaluation** none

**Current SLO** Could consider changing the wording to : Define and describe characteristics of . . . . ) rather than "Recognize and understand. . . .".

**Assessment.** none  
    Other none  
    Resource no  
    Comments no

*Second Reflection set*

**Finding** The pre-post test format was helpful in determining the focus of content I planned to cover. Students this quarter needed review of domains of development and basic ages of developmental progress. Students were then able to take the case study scenario and identify atypical behaviors and diagnosed disabilities within.

**Content** none  
    Method No changes, continue to use pre-test results to meet student needs determined each quarter.  
**Assignment** none  
    Evaluation none  
**Current SLO** none  
**Assessment.** none  
    Other none  
    Resource No  
    Comments No

**CHLD 55 CHILD GROWTH & DEVELOPMENT**

**Finding** Overall scores improved dramatically between the pretest and the post-test. Understanding of infant/toddler and preschool development was higher as compared to understanding of middle childhood and adolescent development  
**Content** The course should be divided into two courses so that middle childhood and adolescent development can be given the time they need.  
    Method none  
**Assignment** none  
    Evaluation None  
**Current SLO** None  
**Assessment.** None  
    Other None  
    Resource none  
    Comments none

*Second Reflection set*

**Finding** There was considerable growth in this area between the pretest and the post-test. Students demonstrated through discussion and writing assignments that they are aware of the various contexts of development and the impact they have on children.  
    Content none  
    Method none  
**Assignment** none  
    Evaluation none  
**Current SLO** none  
**Assessment.** None  
    Other None  
    Resource none  
    Comments No

*Third Reflection set*

**Finding** Most students were able to identify the various theories at the time of the post-test. However how the theories apply to practice seems to be a more difficult concept to grasp. Students who already work with children understood these concepts more easily than did students who do not yet work with children.

**Content** none  
**Method** none  
**Assignment** Possibly an assignment specific to this SLO.  
**Evaluation** none  
**Current SLO** none  
**Assessment.** none  
    **Other** none  
**Resource** none  
**Comments** none

#### CHLD 56 OBSERVATION & ASSESSMENT

**Finding** Previously I have assigned this project following a lecture on documentation panels. The students seemed to need additional reading to understand the elements of a documentation panel. I assigned two additional readings that were available to students on-line. The combination of the lecture and readings enhanced the understanding of the assignment and production of their panels. I directly linked the panel assignment to the child they were observing which was linked to the Desired Results Developmental Profile.

**Content** none  
**Method** none  
**Assignment** none  
**Evaluation** none  
**Current SLO** none  
**Assessment.** none  
    **Other** none  
**Resource** none  
**Comments** none

#### CHLD 56N PRINCIPLES & PRACTICES OF TEACHING YOUNG CHILDREN

##### *Second Reflection set*

**Finding** Number of correct answers in week 3 test remained the same in week 12 test in both classes and was not satisfactory.  
**Content** Course content is on target for survey class.  
**Method** Classroom teaching methods cover SLO very well however I will place more emphasis on development domains  
**Assignment** none  
**Evaluation** None  
**Current SLO** None  
**Assessment.** none  
    **Other** None  
**Resource** None  
**Comments** No

##### *Third Reflection set*

**Finding** Answer detail was much improved in Week 12 in both classes. This was most likely due to the point incentive-but all student papers improved in accuracy. There were more correct answers with more clear examples and more detail than in first test in both class sections.  
**Content** Content is on target for an introductory class.  
**Method** Classroom teaching methods emphasize SLO very well and I am satisfied with my teaching methods  
**Assignment** none  
**Evaluation** I expect students to be able to articulate the value of play for children and this assignment shows they improved in their ability to do so.  
**Current SLO** None  
**Assessment.** none  
    **Other** None  
**Resource** none  
**Comments** None

## CHLD 59 WORKING WITH SCHOOL-AGE CHILDREN: PRINCIPLES &amp; PRACTICES

**Finding** Behavior, characteristics and temperament are all covered in CHLD 50 (School Age Behavior & Development) and since 59 is the second part of the textbook I made an incorrect assumption that they would know this information. After the test I polled the students and only 1 student had taken the development course.

**Content** Assign reading from the text that is covered in CHLD 50

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** The current SLO is more appropriate for CHLD 50 as CHLD 59 is a curriculum project and knowing developmental appropriate practices for the age is more in line with the class.

**Assessment** none

**Other** none

**Resource** none

**Comments** none

*Second Reflection set*

**Finding** Developmentally appropriate practices (DAP) should be covered in every class. I found that for most of the students the concept was new to them.

**Content** Will add the NAEYC position statement on DAP to the course readings.

**Method** None

**Assignment** none

**Evaluation** have time to develop a rubric for the project which is a better way to assess this SLO than embedded test questions.

**Current SLO** None

**Assessment** None

**Other** None

**Resource** Time to develop rubrics for all classes is needed.

**Comments** None

*Third Reflection set*

**Finding** The most important finding from my data was that the majority of the students students were not working in the field. I had teachers and directors come in and did speed views of different aspects of being an effective caregiver, what they would look for if hiring and the value of teamwork when working in a center. Students' feedback was that they valued the opportunity to speak to teachers/directors working with school age children.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment** I plan to develop a writing assignment versus a scan-tron test question to assess this SLO.

**Other** none

**Resource** I resisted Scan-tron tests for the first 4 years I taught at Foothill. As our department has grown it has become increasingly more time consuming to read papers than it is to give a multiple choice/TF tests. However, I personally believe that knowledge is better assessed through a writing or presentation type evaluation.

**Comments** More paid time to develop classes, assessments, and grading of papers is needed.

## CHLD 63N ARTISTIC &amp; CREATIVE DEVELOPMENT

**Finding** I am pleased with the results from the reflective papers which resulted in the understanding of encouraging creative growth through the use of methods such as allowing time, enough materials, no model, and freedom to create. The students had the opportunity to observe children participating in a project with rules, structure, and a focus on a finished project and then to observe the opposite experience with the open ended project. They wrote about the amount of time children spent, the amount of conversation during the projects, the demand of assistance from the adults, and the body

language they observed.

**Content** none

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** No

#### *Second Reflection set*

**Finding** The majority of the students stated in their final essay question that they were leaving this course with more confidence in their creative skills due to their experiences of using a variety of media during the course. Through their hands on experiences with materials it had given them the confidence to use the media with the children in their class. They also wrote about the confidence that they developed through the freedom to explore with the materials which allowed for their own creative self to grow.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** none

#### *Third Reflection set*

**Finding** They wrote about using various methods, materials, and the value of focusing on the process versus the product. Their deeper understanding of creativity will influence how they encourage creative development with the children they teach. They wrote about the importance of the language that they use with children to encourage both creativity and creative thinking. Their reflections included important methods such as keeping their mind open to new ideas, observing, listening, and reflecting upon the children's questions and comments.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** none

## CHLD 68 SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT

#### *Second Reflection set*

**Finding** Student conducted the interviews onsite at directors' work places. Students are surprised at the multifaceted aspect of the director position. Students find the assignment time consuming but worthwhile.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

Resource none  
Comments none

CHLD 68X SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT  
CHLD 68Y SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT  
CHLD 68Z SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT  
CHLD 71 PLANNING CREATIVE ART ACTIVITIES FOR CHILDREN  
CHLD 72 LANGUAGE DEVELOPMENT

No SLO record.  
No SLO record.  
No SLO record.

**Finding** The data gathered showed 18% of the students knew or guessed correctly the answer on the pre-test. However, following the reading, lectures, and small and large group experiences 82% of the students knew or guessed correctly the answer on the post-test.

Content None  
Method None

**Assignment** Develop an in-class assignment that will demonstrate the stages versus memorizing them for recall.

**Evaluation** The method used was a Scan-tron test question. I do not feel that this is the best way to evaluate learning in child development classes. The early childhood education field is a very hands-on work environment; therefore I feel that demonstrating knowledge in this fashion would be more appropriate than a Scan-tron test.

**Current SLO** I would change the SLO to be evaluated by a hands-on small group in-class activity where students can demonstrate what each of the stages is in a role play exercise.

**Assessment.** The assessment would change from a pre- and post-test to a rubric and/or large group discussion following the role playing.

Other None  
Resource None  
Comments None

#### *Second Reflection set*

Content None  
CHLD 73 MUSIC & MOVEMENT IN THE EARLY YEARS

**Finding** Feedback and anecdotal findings showed that some students were less prepared to teach what they learned from reading the article and the discussion with the expert group. Since the instructor can not be present in all of the groups at one time it was hard to assess what really happened in each group.

Content None  
Method None

**Assignment** I will change this assignment from a jigsaw format to groups presenting to the entire class at one time.

**Evaluation** None

**Current SLO** None

**Assessment.** None  
Other None

Resource None  
Comments None

#### *Second Reflection set*

**Finding** I felt that some students followed through on all the criteria of the assignment while others were less inclined to tell why they thought the equipment/supplies they were recommending would be developmentally appropriate.

Content None  
Method I am going to spend more time in lecture on what is developmentally appropriate practices and what they look like/could look like in an environment using music and movement as learning areas.

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None  
Other None  
Resource None  
Comments None

## CHLD 74 SCIENCE &amp; NATURE

**Finding** Overall the students had a good grasp about how to plan, lead, and evaluate a science and nature activity. Most of the students had some experience working with young children but the majority of students were not involved in curriculum planning so this was a valuable experience for them to practice developing. Some students needed assistance with how to plan an activity and what types of things would evaluate after the other students had participated in the activity.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** I feel that the assessment needs to be a hands on assignment and not a pre and post test question.

**Other** None

**Resource** None

**Comments** None

*Second Reflection set*

**Finding** I realized how little importance many students and early childhood educators put on the importance of incorporating science and nature into their curriculum plans. They did not realize the connection children have with nature and the outdoors. Another finding was how many students shared how uncomfortable they are with the topic of science and tried to avoid including it into their curriculum plans.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** I liked using the writing in class as the pre and post of learning about what the students know about science and nature and it's importance in early childhood curriculum planning.

**Other** None

**Resource** None

**Comments** No

*Third Reflection set*

**Finding** The students learned from each other while brainstorming topic ideas and then curriculum ideas. Some took on the role of leader and others were helpful with their lap tops and were searching for information and ideas that they could include in their web and curriculum planning. They also experienced the value of planning curriculum with a group or people versus as an individual. The most important finding was their realization about how easy it was for them to incorporate a science base topic into all of the different areas of curriculum.

**Content** None

**Method** This was the first time that I let the students bring in their lap tops to use while planning curriculum and I thought it was very exciting and resourceful.

**Assignment** This was a new assignment for this course and it was really successful and something I want to repeat.

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** None

## CHLD 79 CARING FOR INFANTS &amp; TODDLERS IN GROUPS

**Finding** The huge majority of the students fell into the "excellent" category for the measures that covered the learning environment, the physical environment, and the physical arrangement of the environment. However, they faltered when it came to describing what the emotional environment would look like for young infants, mobile infants, and older infants (toddlers). Although they were able to describe the

emotional needs in general, about 1/3 of the students had difficulty articulating how the emotional needs of toddlers differ from those of young infants and how to facilitate toddlers' emotional development.

**Content** None

**Method** In addition to the video and mini-lecture that already cover this topic, I will design and implement an "in-class" exercise that also supports this material.

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment** None

**Other** None

**Resource** None

**Comments** None

#### *Second Reflection set*

**Finding** When the class began there were only five students who even understood that caregiving practices vary from culture to culture, and the rest of the students had very little or no knowledge on that topic. None of the students could describe the role of cultural sensitivity and why it is so crucial in group care settings. At the ninth week almost all the students were able to discuss why cultural understanding/sensitivity is important, how caregiving practices vary from culture to culture, how to respect/appreciate cultural differences in the parent-teacher relationship, and how those things impact the children in their care.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment** None

**Other** For this year's assessment I modified the wording of the question in the pre and post tests in order to get a better understanding of the depth of the students' understanding. The result was that, by the ninth week, all of the students were able to give some answers, and most were able to give very detailed answers.

**Resource** none

**Comments** none

#### *Third Reflection set*

**Finding** With the exception of one student, whose attendance was erratic (and test answers were inaccurate), every student was able to write specific examples describing the caregiver's role at each stage of infancy. However, there were seven students in the class who struggled with the questions and did not receive full credit for their answers. When I looked closer at the specific students, six of the seven were students for whom English is their second language.

**Content** none

**Method** In addition to what I already present, I need to design and add some sort of in-class activity or exercise that will make this material more visual for those students who have English as their second language.

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment** none

**Other** none

**Resource** Yes. If funds are available, it would be very helpful to our students who are native Spanish speakers to have the following video available for them to view in Spanish:

"The Ages of Infancy: Caring for Young, Mobile, and Older Infants"  
California Dept. of Education (Developed by Far West Laboratory)  
ISBN # (English version) 0-8011-0883-7

**Comments** No

## CHLD 82 PLANNING CREATIVE DRAMATICS

**Finding** The statements from the first class included things such as a story with many characters, simple language, easy to follow and understand. At the end of the course they wrote about stories with sound effects, repetition, action, a lesson learned. They also wrote about beginning with simple things like nursery rhymes and familiar finger play songs. The students understood that as a teacher introduce simple re-enactment first and then build upon the children's experiences. For example, using a story with no lines (and just holding up a prop) and then one line etc.

**Content** I do not feel like I need to make any changes to this course since the students mastered the Student Learning Outcome and left the course with the knowledge of how to choose a book that would be most successful for story re-enactment.

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** None

*Second Reflection set*

**Finding** The most important findings were observing each student choosing a book or song that could be successfully re-enacted with props. Since they used a variety of props from handmade construction paper "beaks" or "headbands" to props gathered from homes I could see they understood that a range of items can be used.

**Content** I do not feel like I need to make any changes to this course since the students mastered the Student Learning Outcome .

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** None

*Third Reflection set*

**Finding** This was a method that provided an opportunity for students to learn in both a small group and then large group discussion. It is important to bring in the developmental skills that children can learn through creative dramatics so the students realize how much children can learn through this area of curriculum.

**Content** I would like to allow more time in the class for this SLO because I think the students need to have many opportunities to develop the skills of curriculum planning. It is also very valuable to include the discussions of the development of the whole child in our coursework.

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** none

## CHLD 85 LITERACY &amp; LITERATURE IN EARLY CHILDHOOD EDUCATION

**Finding** The students were initially unsure of what constituted a quality book for young children. 100% of students improved their skills in this area, and reported that they were able to apply the information to their work with young children.

**Content** None

**Method** None  
**Assignment** None  
**Evaluation** None  
**Current SLO** None  
**Assessment.** None  
    **Other** None  
**Resource** None.  
**Comments** None

*Second Reflection set*

**Finding** All students increased their awareness of various methods for presenting literature to young children. Students demonstrated this understanding by presenting flannel board stories and circle time activities.

**Content** none  
**Method** none  
**Assignment** none  
**Evaluation** none  
**Current SLO** none  
**Assessment.** none  
    **Other** none  
**Resource** none  
**Comments** none

CHLD 86A MENTORING THE EARLY CARE & EDUCATION PROFESSIONAL

*Second Reflection set*

**Finding** The pre and post question is a basic foundation for this class. Student learning increased by 36% with all students getting the question correct in the post test.

**Content** None  
**Method** None  
**Assignment** None  
**Evaluation** None  
**Current SLO** None  
**Assessment.** None  
    **Other** None  
**Resource** None  
**Comments** None

CHLD 86B PRACTICUM STUDENT TEACHING IN AN EARLY CHILDHOOD PROGRAM

**Finding** Many of the students had difficulties determining what the goals were for their activity and what skills the children would be developing. I found that the students who had completed a course in curriculum planning developed a stronger foundation of skills to plan a successful activity. Some students did not clearly understand what is a developmentally appropriate activity for the children they were teaching.

**Content** I will include curriculum planning.

**Method** I will spend more time during the seminar discussing how to plan an activity in each of the six domains. This would provide a stronger foundation for the students who have not completed a curriculum course. Also, I need to continue to review with the students age-appropriate skills that children develop during different activities which would help the student reflect upon the goals or skills for each activity they plan.

**Assignment** none  
**Evaluation** none  
**Current SLO** none  
**Assessment.** develop a rubric to grade the activity form.  
    **Other** none  
**Resource** Rubrics from other courses to assist me with developing one to grade the activity form.  
**Comments** none

CHLD 88 CHILD, FAMILY & COMMUNITY

**Finding** Student responses ranged from knowing little to knowing nothing previously about the topics. Some students were surprised or even shocked to find out real facts about their topic. Many felt they had gained information about community resources which could be used to assist friends, family or assist a family in their classroom setting. Each student self-evaluation was thoughtfully written and I believe students felt they had developed a useful expertise in the topic.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** I would like to add student anecdotal self-assessment as an additional measurement method. A rubric would not have been useful here.

**Resource** Add student anecdotal self-assessment to CMS as an additional measurement method for this SLO.

**Comments** none

#### *Second Reflection set*

**Finding** For the pretest:

!00% of the students could list at least 1 family structure, strength and stressor.

50% of the students could list at least 2 family structure, strength and stressor.

25% of the students could list 3 family structure, strength and stressor.

**Post test**

!00% of the students could list 3 or more family structures, strength and stressor.

**Content** None. Through class lecture/discussion, group work and reading, students grasped these concepts very well.

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** In terms of chronological order this SLO should be first because SLO #1 supports Diverse Family Structures, Family Strengths

#### *Third Reflection set*

**Finding** Over half of the students viewed culture as race and ethnicity only. By the end of class they demonstrated a broader understanding through group work, tests, reflection papers that culture includes:geography, class, community etc

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** no

### CHLD 88B POSITIVE BEHAVIOR MANAGEMENT

**Finding** I found that the more we discussed these issues in class and students reflect on their personal lives, the more they understand the connection to culture , family values, second language acquisition and environment.

I learn a lot about the students from reading their papers. They read a chapter from their textbook about culture and there are several questions I ask them to reflect about from their own personal experiences. After reading the papers I felt that the students are more aware of their own cultural

experiences and "self" which will prepare them to work and support children and their families. Awareness is a huge part of being able to open to other cultures and beliefs and to accept and support people for who they are and the cultures and values they hold. We also discuss the many methods and materials that our programs can represent all types of families and cultures in our environment.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** None

**Resource** none

**Comments** None

#### *Second Reflection set*

**Finding** As the students become more comfortable with using conflict resolution they would share with the rest of the class successful scenarios that they handled by using the technique. It became very apparent that it was a skill that they felt was important to master. We revisited the techniques several times during the course to support their learning and provide several opportunities to practice. Through their role plays the other students had opportunities to learn from challenges while using the method and with successes.

**Content** I felt that the role play is an important was to assess this SLO because it is not something that can just be memorized and written down on a quiz question but also needs to be practiced verbally.

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** none

#### *Third Reflection set*

**Finding** Initially, students were not familiar with the term. At the end of class, 90% identified 5 or more, 50% identified 9.

I find this is difficult for about 50% of the students to memorize and answer the quiz question correctly. I lecture during a class about the temperaments, the students receive a hand out, it is in the textbook, and we do an activity during class about their temperaments. It is crucial for all of the students to understand and be able to identify temperaments so they can support each child as an individual.

**Content** I will add more information about temperament via handout, online, video etc,

Since only 50% of the students were able to answer the question completely correctly I will spend more time covering the material. I will add a small group activity to support the student who needs to process the information in a smaller group format. I will also include more time focusing on temperaments during the quiz review.

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** A video that focuses on temperament. I found a short video on YouTube that identified three.

**Comments** none

**Finding** This assignment was a challenging one for students who have not worked in child care. The discussions were rich and developed a better understanding about what children are attracted to, interested in and want to learn.

**Content** none

**Method** none

**Assignment** Pair students up so that there is scaffolding of those who have not been working in the field.

**Evaluation** none

**Current SLO** none

**Assessment** none

**Other** none

**Resource** Time to develop rubric and/or read and evaluate papers and reflections

**Comments** none

#### *Second Reflection set*

**Finding** This was a very creative assignment that allowed students to show their understanding of the class.

Many students were unable to write papers citing articles and text as requested.

**Content** none

**Method** none

**Assignment** Add a web to the assignment to describe what each teacher did in the additional stories assigned.

**Evaluation** none

**Current SLO** The current SLO needs some revision to coincide with the current text being used.

**Assessment** Develop a rubric

**Other** none

**Resource** Time to develop rubric and/or read and evaluate papers and reflections

#### *Third Reflection set*

**Finding** I found that students aren't fully aware of what DAP means. They have heard the term but never put it into practice or can not identify non-developmentally appropriate practices.

**Content** Assign the NAEYC position paper on DAP as the first assignment and develop an assignment (paper) that would allow students to view a site (in the field or on DVD) to identify elements that are and are not appropriate for the age of children served, individual needs, or culturally and socially relevance.

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment** develop a rubric

**Other** none

**Resource** Time to develop rubric and/or read and evaluate papers and reflections

### CHLD 90B ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART I

**Finding** Results from pre and post tests were identical. In addition I chose a different question this quarter to measure this SLO. I feel the question may not have been clearly worded and perhaps confusing. I believe the several methods (4) used to teach the concept were varied and adequate.

**Content** none

**Method** none

**Assignment** none

**Evaluation** Choose another way to measure - will consider essay.

**Current SLO** none

**Assessment** none

**Other** none

**Resource** none

**Comments** none

#### *Second Reflection set*

**Finding** Of 17 responses, 12 students included 4-6 of points needed. Four students provided poor responses and one failed to include any correct points.

**Content** none  
**Method** I will actually list points on the board  
**Assignment** none  
**Evaluation** none  
**Current SLO** none  
**Assessment.** none  
**Other** none  
**Resource** none  
**Comments** none

#### CHLD 90C ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART 2

**Finding** This is the first time I have assigned this project. I saw it as a complement to and a preparation for the parent tour project students would do later in the quarter. I was pleased with the result. The information and analysis that students presented orally was really valuable for the other students to hear. They were able to compare the effectiveness of marketing approaches which were presented to those used by the program their group had researched. The conversations after the presentations were valuable. Students enjoyed the project, grades were high, and each stated they learned useful information that they would use in the future and in their class parent tour later in the quarter.

**Content** none  
**Method** none  
**Assignment** none  
**Evaluation** none  
**Current SLO** none  
**Assessment.** none  
**Other** none  
**Resource** none  
**Comments** no

#### *Second Reflection set*

**Finding** This assignment is both time-consuming and stressful for students and I evaluate its value each quarter. In addition to student self-reflections, I also held a discussion in class about the value of the assignment for the students. Students indicated they had enjoyed the presentations and had learned a lot. They felt it was an experience vital to their success as a director in the real world. Students gained knowledge about marketing a program through the text, articles and class discussions. Student self-reflections regarding knowledge learned ranged from "some" to "everything".

**Content** none  
**Method** none  
**Assignment** I will continue to use this assignment. Students and instructor felt it was stressful, and time consuming but worthwhile.  
**Evaluation** I feel the self-reflection, peer evaluation and instructor evaluation provides a multi-faceted view of the success of the tour for the student. I feel this is the best way to measure this SLO.  
**Current SLO** none  
**Assessment.** noone  
**Other** none  
**Resource** none  
**Comments** none

#### *Third Reflection set*

**Finding** Students felt the ECERS assignment was time consuming and also felt they had learned useful skills they would use in their work as directors of early care and education programs. They enjoyed sharing their finding with the class. The value of addressing change in a program through a data driven conversation was appreciated by most students. One person felt the tool could not adequately reflect quality in all programs such a program which was emergent or Reggio Emilia inspired. The amount of detail required to correctly complete this assignment results in "nitpicking" of points and can be tedious. However, to use this tool correctly in the workplace, attention to the details is required while the student is learning in class.

**Content** none

Method none  
Assignment none  
Evaluation none  
Current SLO none  
Assessment. none  
Other none  
Resource none  
Comments none

## CHLD 91 ADMINISTRATION &amp; SUPERVISION: ADULT SUPERVISION &amp; LEADERSHIP

**Finding** The number of correct answers increased in the post-test but only slightly. Case discussions in class lead me to believe that students do understand the concepts.  
**Content** None  
**Method** None  
**Assignment** None  
**Evaluation** None  
**Current SLO** None  
**Assessment.** I will reconsider the use of this particular question to assess the SLO as it does not appear to clearly indicate results of student learning. I believe the question was poorly worded.  
**Other** None  
**Resource** None  
**Comments** None

*Third Reflection set*

**Finding** The question requires an answer which is an important for students to learn from the course and was taken from the author's test bank. I was surprised to find most students knew the correct answer in the pretest. The number of correct answers did increase in the post-test but only slightly.  
**Content** addition of more challenging curriculum  
**Method** None  
**Assignment** None  
**Evaluation** None  
**Current SLO** None  
**Assessment.** I will reconsider the use of this particular question as it does not appear to clearly indicate results of student learning.  
**Other** None  
**Resource** None  
**Comments** None

## CHLD 95 HEALTH, SAFETY &amp; NUTRITION IN CHILDREN'S PROGRAMS

**Finding** Some students were able to demonstrate knowledge of some components of the food pyramid but did not know servings per day or serving sizes for children. The post-test was during the final when they not only had to know the food pyramid but demonstrate serving sizes by planning a lunch and afternoon snack for a 3 year old.  
**Content** I plan to make a better connection between activity levels and balanced food groups to show a connection to childhood obesity.  
**Method** None  
**Assignment** I had previously had an assignment that included a group activity where the students planned the meals/snacks together and found out the cost of providing healthy choices for children. The groups would then depict the food pyramid in chart/graphic form. I feel this is a better learning experience for the students.  
**Evaluation** The post-test showed that there was still confusion on how to use the food pyramid to plan healthy choices for menus at their places of work.  
**Current SLO** None  
**Assessment.** I feel an essay following the group project would be a better way to assess the learning and their participation in the group.  
**Other** None

**Resource** None  
**Comments** None

*Third Reflection set*

**Finding** The class was made up of over 90% of students who are already working in the childcare field. Many did not know they were mandated reporters or that they had signed or were supposed to sign a form mandated by the State of California Dept. of Social Services.

**Content** None

**Method** Schedule a class in the computer lab to have students research the Licensing requirements for teachers.

**Assignment** Add to article assignment so students have opportunity to investigate current research on child abuse.

**Evaluation** None

**Current SLO** None

**Assessment** Develop a reflection paper rubric

**Other** None

**Resource** Access to computers

**Comments** Time is needed for part time instructors to develop rubrics. To think that a part time instructor has the time to write SLOs, develop rubrics, see students, and continue to develop the course in one hour per week office time is unrealistic. I taught 10 units this quarter and had one hour per week to handle anything that came up.

32 of 66 Course IDs for C/S in the Computers, Technology & Information Systems Division have SLOs Defined.

2010-2011

Course ID	Title	Reflections
CIS 1	INTRODUCTION TO COMPUTER SCIENCE	
CIS 2	COMPUTERS & SOCIETY	
CIS 10	INTRODUCTION TO BUSINESS INFORMATION SYSTEMS	No SLO record.
CIS 12A	FUNDAMENTALS OF VISUAL BASIC.NET PROGRAMMING	
<b>Finding</b>	80% percent of students who started the course and 100% of those who completed the class met this outcome. They wrote a minimum of 4 computer program solutions that included Use Case statements, Requirement documents and wrote programs following that documentation. While a basic requirement of the course it was an essential part of the course.	
<b>Content</b>	I will not change the process for this outcome requirement. I will continue to require that students create Use Case/Requirements documents.	
<b>Method</b>	I will continue to teach this course component early in the quarter.	
<b>Assignment</b>	I will continue to have students start to write programs the 3rd week of the course that require Use Case and Requirements documents.	
<b>Evaluation</b>	Grading of assignments the 3rd and subsequent weeks that require Use Case/Requirements documents attached to their programs.	
<b>Current SLO</b>	Complete 4 programming examples that meet project specifications by creating Use Case statements and Requirements documents and then writing related programs to show that you have met the specifications.	
<b>Assessment</b>	Reviewed Assignment #2 and 3 for all students in ETUDES	
<b>Other</b>	Gave individual feedback to all students based on the grading of their work.	
<b>Resource</b>	ETUDES feedback makes this very easy.	
<b>Comments</b>	No	

*Second Reflection set*

**Finding** Students seem to prefer to be given example templates rather than creating problems and solutions themselves. Final projects are very open to what the student would like to do but 90% of the class preferred to be given a project, or they preferred to do several simple projects vs. one large one. They created solutions but they were simple solutions to simple problems.