

Introduction

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 and Math My Way are reviewed annually, 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. Dean's comments/reflection/next steps

2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and returns documents to program review team by January 7, 2013.
- Program review documents are due to the Office of Instruction by January 18, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

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

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

Basic Program Information

Department Name: Child Development

Program Mission(s): **Child Development's 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 members:

Name	Department	Position
Jeanne R. Thomas	Child Development	Faculty Department Chair
Nicole Kerbey	Child Development	Faculty

Total number of Full Time Faculty: 2	
Total number of Part Time Faculty: 10	Claire Koukoutsakis, Maryam Daha, Ruth Jones, Chris Carducci, Marian Browning, Sandy Mckeithan, Gayle Mayekawa, Sheila Smith, Denise Giotto, Ruth Wacob

Existing Classified positions: None
Example: Administrative Assistant I
Example: Program Coordinator

Programs*covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Child Development Associate Degree	A.A.	90
Certificate of Achievement in Program Supervision and Mentoring	C.A.	83
Certificate of Achievement: Child Development Teacher	C.A.	71

*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 (transcriptable). A Certificate of Achievement is state approved (transcriptable).

Section 1. Data and Trend Analysis

1.1. Program Data:

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. **See attachments**

Transcriptable Programs	2010-2011	2011-2012	% Change
A.S Degree Child Development	13	8	-38%
Certificate of Achievement Child Development Teacher	1	3	200%
Certificate of Early Childhood Education	4	3	-25%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
Example: Career Certificate			
See above for anecdotal information			

1.2 Department Data

Dimension	2010-2011	2011-2012	% Change
Enrollment			
Productivity (Goal: 546)			
Success			
Full-time FTEF			
Part-time FTEF			

Department Course Data (Attach data provided by IR or manually complete chart below)

	2010-2011			2011-2012		
Course	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1						
Ex. ART 2						

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

1. Enrollment trends over the last two 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 6% from 10-11 to 12-13. Good selection of classes at convenient times which meet student needs-2 campuses, day, night, weekends and online. Increase in number of online classes. Good community outreach,**

excellent FT/PT faculty with strong knowledge base and experience. Good support from Administration in understanding the unique characteristics and needs of Child Development students. Excellent reputation in the community and FH CHLD students often recommend the program to others. Students regularly report they took a class at FH while enrolled at De Anza and never left. A recent Fall CHLD 86A class count showed 5 proud students indicating “one class away” from their AA.

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

a. AA, AS, AA-T, AS-T, Certificates of Achievement

Fourteen degrees were awarded in 2010-2011 and eight were awarded in 2011-2012.

b. Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval 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-CHLD continues to evaluate them. (Early Childhood Education Certificate of Specialization, School-Age Child Care Certificate of Specialization, Inclusion & Children with Special Needs Certificate of Specialization, Infant/Toddler Development Certificate of Specialization). Students use both certificates of Achievement and Specialization to help identify their specific interest areas in the Child Development field when they begin our program. We also see value in these certificates as providing a motivational pathway for students to continue their education- i.e. “small bites”.

In addition, the transcriptable and non-transcriptable certificates are important in workforce development as they give “credibility” to the student who enrolls in CHLD classes with the goal to complete classes required by CA licensing for employment in an early childhood program.

Many of our students already have advanced degrees from both inside and outside the United States in unrelated fields. The certificates of Achievement and Specialization look good on their resumes when their advanced degrees are not related to Child Development. For example-on a resume a student might list a degree in Chemistry and also a Certificate of Specialization in Infant Toddler Development. A Chemistry degree alone would not warrant an interview but the Certificate might make a difference especially if the student is continuing her Child Development education.

3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546.

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

CORE classes CHLD 1 and CHLD 2, CHLD 56N, CHLD 88, CHLD 88B (18 units) are required by Community Care Licensing and are needed by students to enter the workforce. They need to be offered each quarter.

We have reduced the number of sections for 88 and 56N. We have added an online section for CHLD 88. In 2012-2013, additional sections of CHLD 51A and CHLD 95 will be taught online. As of Fall 2012, CHLD 55 has been split into CHLD 1 and CHLD 2. We have added online sections for each of these courses. We are teaching both of these courses at the main campus, at Middlefield and online totaling 6 sections of Child Growth and Development.

CHLD 1, CHLD 2 and CHLD 51A are GE classes and serve as a gateway into the Child Development program. The courses introduce students to the field and many continue to enroll in additional CHLD classes in order to enter the work force.

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. students 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 Middlefield. This has led to trying different scheduling strategies through the years. We have tried day classes at Middlefield in the past in addition to the main campus. Evening classes, weekend and recently online classes are most popular.

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 and expanded.

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?)
 - a. Please comment on the data from any online course offerings.

2012-2013

- 50/59 has been blended into CHLD 59, a 4 unit course.
- 53NC/53NP will be blended to 4 unit course
- 85/72 will be blended to 4 unit course.

-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 has increased within a few quarters as new students are 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. The Institute also presents a variety of workshops for early childhood program leaders. In Fall 2011 and Fall 2012, CHLD presented a CHLD 68 Special Projects 1 unit class: 2011 A Good Place To Work: Creating a Healthy Organizational Climate and 2012 From the Inside Out: The Power of Reflection and Self-Awareness. Twenty-thirty students enrolled, including community early care and education program administrators, West Valley College students, and former and current Foothill CHLD administration students. The classes are widely advertised through the community through the LPC and Public Health list serves and generated very positive feedback from the attendees.

The discontinuation of CHLD 68 Special Projects courses requires that individual courses be written for each of the many special topics offered. This is time consuming and has not been done to date.

5. Curriculum and Student Learning Outcomes (SLOs)

- a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (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? **Yes**
- b. If not, what is your action plan for bringing your curriculum into compliance?
- c. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

CHLD is currently participating in the CAP-Course Alignment Project. We expect to send revised courses for approval early 2013. The California Community Colleges Curriculum Alignment Project has engaged faculty from across the state to develop a lower-division program of study supporting early care and education teacher preparation. The Lower Division 8 represents evidence-based courses that are intended to become a foundational core for all early care and education professionals.

The CAP Lower Division 8 courses have been accepted as the required coursework for the newly approved Early Childhood Education Transfer Degree. <http://www.c-id.net>

Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission.

The SLOs and PLOs have been selected to align with the college mission in that they met the needs of our diverse population through enhancing basic skills, preparing for career entry in the early care and education field, developing a workforce that values lifelong learning, and guides our students to career opportunities and transfer options.

As a division, how do you ensure that all faculty are teaching to the COR and SLOs?

Faculty discusses courses collegially and in focused topic discussions during faculty department meetings. New faculty is informally paired with an experience instructor for idea sharing.

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website:<http://foothill.edu/president/basicskills.php>

- a. Please discuss current outcomes or initiatives related to this core mission.

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 students to develop an overall plan for CHLD courses and helps students obtain a CA Child Development permit or certificate (funded through Perkins). Counselors Leeann Emanuel and Janet Weber attend quarterly CHLD new student orientations and counsel CHLD students regarding transfer.

7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

a. Please discuss current outcomes or initiatives related to this core mission.

Major courses align with transfer institutions. Repeat from 5c: CHLD is currently participating in the CAP-Course Alignment Project. We expect to send revised courses for approval early 2013. The Lower Division 8 represents evidence-based courses that are intended to become a foundational core for all early care and education professionals. The CAP Lower Division 8 courses have been accepted as the required coursework for the newly approved Early Childhood Education Transfer Degree. <http://www.c-id.net>

8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website:<http://foothill.edu/president/workforce.php>

a. Please discuss current outcomes or initiatives related to this core mission.

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 continue their education and obtain a Bachelor of Arts degree at a 4 year college.

b. Please attach minutes from your advisory board meeting(s).**See attachment**

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:
<http://foothill.edu/staff/irs/ESMP/index.php>

a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

Child Development widely distributes its program brochures at community events and in the campus lobby and classrooms. 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 students to develop an overall plan for CHLD courses and helps students obtain a CA Child Development permit or certificate. Counselors Leeann Emanuel and Janet Weber attend quarterly CHLD new student orientations and counsel CHLD students regarding transfer.

Section 2. Learning Outcomes Assessment Summary

- 2.1. Attach 2011-2012 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.
- 2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

1. What findings can be gathered from the Course Level Assessments? **The variety and depth of detail presented in the assessment methods and reflections developed by the CHLD faculty is impressive. Faculty is in tune with students' grasp of the knowledge and actively works to improve their understanding.**

2. 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 continues to be of concern for students. Some students are not able to cite articles and texts in preparing a paper or written response.**

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

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program? **Full and PT faculty has become more aware of how lectures, assignments, tests and projects contribute to student learning and have made adjustments accordingly.**

5. If your program has other outcomes assessments at the course level, comment on the findings.

2.3.b Program-Level SLO

1. What summative findings can be gathered from the Program Level Assessments? 08/25/2012 - **The administrative directions for conducting PLO's changed to a 1 year cycle instead of a 2 year cycle for which I had received approval. I don't feel that this assessment was useful because of this. Spring 2012 Focus Group consisted of 13 students who were different than Fall 2012 students. Focus Group may not have actually included students who had completed CORE and support classes. Still 100% gave ratings of 1, 2, or 3.**

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? **No effect to date.**

3. If your program has other outcomes assessments at the program level, comment on the findings.

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 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Additional FT faculty hired, release time or stipends for faculty to do course revision work and develop assessment methods	Immediate	Additional FT faculty requested.	2nd FT faculty hired September 2012
2. Funds to provide materials and equipment for curriculum development student training	\$1000-\$2000	Funds requested	\$2000 Perkins Funding was provided.
3			

3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
1 Additional CHLD Faculty to total 3 FT faculty (10 PT faculty)	Immediate need	CHLD currently has 2 FT faculty and 10 PT faculty. With the development of the Child Development Academies in partnership with CCOC (Central Country Occupational Center), an additional faculty (3 rd) is needed in order to cover teaching the additional CCOC courses added each quarter. To date, we have offered Summer Academy 2012, are currently offering a Weekend Academy. Will offer a continuation of Summer Academy Part B in winter and spring quarters. A Summer	Budget crisis may affect this approval. However, opportunities will be missed.

		<p>Academy 2013 is planned. The Academy consists of 4 CORE classes and typically enrolls 35 students for each class. Currently we are limited in our ability to meet the need for additional Academies and we have canceled plans to add more Academies as requested by Map Your Future due to lack of qualified and available faculty. Our future expansion is limited by instructor availability.</p> <p>Additionally, another FT faculty will balance the workload and will lead to improved teaching and curriculum development. A 3rd FT faculty will allow for concentrated effort and completion of tasks in a timely manner, strengthen the program, increase ability to address statewide requirements , and most importantly improve support to our students- leading to Student Success.</p>	
Funds to provide materials and equipment for curriculum development student training	\$1000-\$2000	Student Success	Perkins may support this as it did in 2011-2012.
3			

Section 4: Program Resources and Support

4.1 Using the tables below summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
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Child Development instructor	\$52,640-\$86,454	1 Additional CHLD Faculty to total 3 FT faculty (10 PT faculty)

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
None		

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
None		

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
None		

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Funds to provide materials and equipment for curriculum development student training	\$1000-\$2000. With the addition of CCOC courses, the specific need for need for art materials/supplies has increased.	Student Success

Section5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles. **2nd Faculty hire, Nicole Kerbey, in Fall 2012 has provided a new perspective and support to the program. Nicole is spearheading the CAP course editing process which has been in limbo for 5 years. As she proceeds through tenure Nicole will assume additional responsibilities for the department.**

Revision of the lower division 8 courses will lead to development of the transfer degree in 2012-2013.

5.2 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? **Need for a 3rd faculty in order to meet requests for additional Child Development Academies in partnership with CCOC. Need for funds to provide creative materials and art supplies for courses. Need for additional PT instructors.**

Department focus: The Child Development program is designed to primarily provide education to students who wish to work in early childhood education, birth through Kindergarten. However, we do also offer courses that students need to provide school age after-school care. Students who are looking to teach Kindergarten through 12th grade are encouraged to take classes in our department for child development knowledge. These students are cautioned that our courses may or may not count towards their major in a 4-year institution and are urged to seek the advice of counselors. This information can be found on our Department website and Program curriculum sheet. When conducting a review of other community colleges' Child Development programs, this was observed to be the norm. An Associate of Arts for Transfer (AA-T) in Elementary Teacher Education is being considered by the college however, and may best meet the needs of a student who is pursuing a Bachelor's degree and Multiple Subject Teaching Credential, as it is Liberal Studies based.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program? **Growing program with a great community reputation. Hard work is paying off. Excellent PT faculty although their availability is limited due to other teaching obligations. Partnership with CCOC and establishment of Child Development Academies has been very successful and there is much potential for future growth - including multiple partnerships and locations-but an additional FT instructor is needed.**

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:
The Child Development Program is a healthy academic and career discipline at Foothill College that is serving a diverse student population and providing training that is directly linked to career opportunities. While program WSCH is down 12% from 10-11 to 11-12, and productivity is down 19% to 435 in 2011-12, program enrollment is up six percent. These numbers do not reflect the CCOC Academy that was added in 2012 Summer. The recent addition of a new full-time faculty member should assist the program in stabilizing enrollment and supporting the

program. Faculty are dedicated to improving teaching and looking at new models to serve students, including new accelerated “academies” funded by an SB 70 grant. In addition to two full-time faculty members, the program has talented part-time faculty members who contribute significantly to the program and allow it to serve many students. The program needs more qualified part-time faculty that can teach in-person and online, to meet the growing demands for courses in different locations and modalities.

6.2 Areas of concern, if any:

Additional part-time faculty are needed to serve growing demands. The program has four non-transcriptable certificates with high unit values (23-24) in addition to two transcriptable certificates and an AA degree. It needs to evaluate its non-transcriptable certificates in terms of converting them to fully transcriptable certificates with slightly higher unit values.

6.3 Recommendations for improvement:

Hire additional part-time faculty, which is already in progress.

Evaluate changing non-transcriptable certificates with high unit values State approved certificates.

6.4 Recommended next steps:

☒ Proceed as planned on program review schedule

☐ Further review/Out of cycle in-depth review

Upon completion of section 6, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Unit Course Assessment Report - Four Column

Foothill College

Mission Statement: A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Child Development (CHLD) - CHLD 1 - CHILD DEVELOPMENT: PRENATAL TO EARLY CHILDHOOD - SLO 1 - Identify the behaviors and characteristics of children birth through early childhood.</p> <p>(Created By Department - Child Development (CHLD))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Exam essay question-Rubric will be used</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>	<p>01/25/2013 - I found that the course contributed to the students' knowledge of children. The before lists were written prior to our coverage of the specific age group and then they were asked to complete the writing assignment again after we were done lecturing and reading about that age group. Comparing lists (by the same student) showed that the first list consisted of basic knowledge of children, the second list showed a deeper understanding of behaviors and characteristics of children. Each student completed 4 assignments 2 each for the infant age group and the early childhood age group.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p>	
<p>Department - Child Development (CHLD) - CHLD 1 - CHILD DEVELOPMENT: PRENATAL TO EARLY CHILDHOOD - SLO 2 - Demonstrate knowledge of the major influences to development including culture, heredity, and environmental factors.</p> <p>(Created By Department - Child Development (CHLD))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre and post test</p> <p>Assessment Method Type: Pre/Post Test</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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 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>Start Date: 09/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Exam essay question. Rubric will be used</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>	<p>01/24/2013 - Students increased their knowledge of typical behaviors by recognizing behaviors when they saw them happening on the videos and in person. Students were able to write about the behaviors they observed as being a part of development at this age as well as anticipate what 'next steps' in development would look like based on specific developmental theories.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>Resource Request: more videos could be purchased or accessed from the library as the video is a clear teaching tool for observing and talking about typical development.</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>Start Date: 09/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre and Post test</p> <p>Assessment Method Type: Pre/Post Test</p>		
<p>Department - Child Development (CHLD) - CHLD 50 - SCHOOL-AGE CHILD (5-12): BEHAVIOR & 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: We did a classroom small group activity in which they brainstormed activities, I scaffolded their learning by circulating around the room providing clarification where needed. I then followed up by including a quiz question in which they needed to come up with an example</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>	<p>02/12/2012 - I found that the students did understand the theories of Piaget and Vygotsky. They were able to come up with lists of activities with their peers, and then were able to demonstrate this understanding by identifying and explaining their reasoning on the quiz.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Child Development (CHLD) - CHLD 50 - SCHOOL-AGE CHILD (5-12): BEHAVIOR & DEVELOPMENT - SLO 2 - Self Esteem - Determine several strategies to enhance children's self-esteem. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students brain stormed what they could do to increase children?s self-esteem, then shared their ideas with classmates by writing them on the white board. I added some ideas, then students identified the 3 ideas they would be most likely to use with children. I measured this by asking students to identify 3 activities/ things they would use to increase children?s self-esteem.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>	<p>02/12/2012 - I found that students were able to come up with a number of quality ideas on their own, and were receptive of ideas that I came up with as well.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	
<p>Department - Child Development (CHLD) - CHLD 50 - SCHOOL-AGE CHILD (5-12): BEHAVIOR & DEVELOPMENT - SLO 3 - Conflict Resolution - Demonstrate understanding of how to teach conflict resolution skills to children. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre and Post Test</p> <p>Assessment Method Type: Pre/Post Test</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p>	<p>05/11/2012 - 1. Students learned to recognize interactions adults (themselves) can have with infants & toddlers that support the child's development.</p> <p>2. Students thinking changed as far as expecting objects to 'teach' rather than the significance of interpersonal relationships and experiences.</p> <p>3. Students were better able to articulate their new knowledge to each other and as a practice of how they will use this knowledge in the workplace.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	<p>05/11/2012 - I would like to revise the real world project to offer students more opportunity to share what they learn in their research with the community and people with whom they live & work, to offer more practice speaking up on behalf of infants & toddlers and themselves as early childhood professionals.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p>	<p>05/11/2012 - 1. This concept was one that most students didn't know about before this class - they just saw infancy as one point in development. 2. reflections showed that students became better able to identify infant's skills and behaviors and put this into developmental context. 3. students became more in tune with the subtle changes in infant development 4. they have learned to place these observations in 'individual child' context - not so specifically following chronological age stages.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p>	<p>08/05/2012 - Students were able to identify professionals involved in the supporting children and families through the IFSP/IEP system. They understood relationships between therapists, family members and educators. They expressed the role of the educator in this team and strategies to be successful.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p>	<p>08/05/2012 - Students that had previous or current work experience related to children with special needs or even typically developing children in a variety of settings, found the content easier to understand and relate to as far as making adaptations/modifications to effective learning environments. Students new to this content (with out prior knowledge or experience) relied on the in class presentations more to understand and learn concepts. It was peer support, observation and interactions - social learning - that was interesting to find as most effective. For students that haven't yet taken CHLD 53NP (Atypical Development) it is necessary to cover some content from that course in order to help students be prepared for CHLD 53NC (Inclusion Strategies).</p> <p>Result: Target Met Reporting Year: 2011-2012</p>	<p>08/05/2012 - There will be no official changes, yet for students that haven't yet taken CHLD 53NP (Atypical Development) it is necessary to cover some content from that course in order to help students be prepared for CHLD 53NC (Inclusion Strategies).</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p>		
<p>Department - Child Development (CHLD) - CHLD 53NP - DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS - SLO 1 - Special Needs - Define and describe a variety of specific diagnosed disabilities and other special needs conditions. (Created By Department - Child Development (CHLD))</p>	<p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p>	<p>01/25/2013 - Students had an increased understanding of the varying kinds of conditions and disabilities. It seemed effective to provide students the opportunity to learn what it's like to be learning disabled, how people with a disability are unfairly treated and talked about.</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		Result: Target Met Reporting Year: 2012-2013	
		03/12/2012 - 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. Result: Target Met Reporting Year: 2011-2012	03/12/2012 - 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.
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))	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test	01/25/2013 - I would strengthen the opportunities to bring additional resources that help students learn about the difference between typical and atypical behavior...many were not yet familiar with basic child development. Result: Target Met Reporting Year: 2012-2013	
Course-Level SLO Status: Active			
		01/25/2013 - It was a great impact by having speakers in the Special Education profession speak about the importance of family, how to communicate with respect and learn skills in listening. Not too much learning about the laws, the terminologies and related laws are too intense a subject to focus on, as it is for most in the course a new discipline for them to learn about.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		Result: Target Met Reporting Year: 2012-2013	
Department - Child Development (CHLD) - CHLD 55 - CHILD GROWTH & DEVELOPMENT - SLO 1 - Behavior Identification - Identify the behaviors and characteristics of children birth through adolescence. (Created By Department - Child Development (CHLD)) Course-Level SLO Status: Active	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test	05/11/2012 - 1. Test questions are not a very good way to measure for this SLO because it doesn't give students an opportunity to demonstrate their contextualized learning. 2. When there are a great number of students in a class (48) it makes it difficult to really understand what they are learning using these strategies and content. 3. The observation notebooks which included written narratives of students progress over the course gave me the best perspective from which to analyze student learning of this SLO. 4. This group of students did not use the course studio well - many were still confused about assignments even in the end of the course because of this barrier, although I did everything I could to help them access and understand. Result: Target Not Met Reporting Year: 2011-2012 03/12/2012 - In the Lab Observations, students demonstrated that they met the SLO #1 through their analysis of their observations. They also demonstrated an increased understanding of SLO #1 by their Final Test scores as compared to their first test. Result: Target Met Reporting Year: 2011-2012	05/11/2012 - The department is in the process of changing this course. I think it upcoming changes will help to support my teaching and student learning.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Child Development (CHLD) - CHLD 55 - CHILD GROWTH & 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Assessed through final exam essay based on case study scenarios Assessment Method Type: Exam - Course Test/Quiz</p>	<p>05/11/2012 - I found that my students did have a firm grasp of understanding on the possible influences that can affect a child and their development. Their answers were varied (as there are many possibilities), but each student demonstrated knowledge of a wide variety of possible influences. Result: Target Met Reporting Year: 2011-2012</p>	
		<p>02/12/2012 - The students were able to identify aspects of the scenarios that represented culture, family and environmental factors. Students made stronger connections when they also reflected on their own personal life experiences and applied it to their growing understanding of their observations and the possible perspectives of others. This activity opened dialogue for discussion of cultural diversity and how it impacts development.</p> <p>Result: Target Met Reporting Year: 2011-2012</p>	<p>02/12/2012 - I hope to make oral reports a stronger part of the course, as it was informally done and not all students participated. Want to purchase more videos to use as observation of culturally diverse aspects of development.</p>
<p>Department - Child Development (CHLD) - CHLD 55 - CHILD GROWTH & 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Oral report Assessment Method Type: Presentation/Performance</p>	<p>02/12/2012 - The students were able to identify aspects of the scenarios that described how different theories influenced development of children as described in scenario. Students made stronger connections when they also reflected on their own personal life experiences and applied this to their growing understanding of theories of development. This activity opened dialogue for discussion of cultural diversity and how it impacts development.</p> <p>Result:</p>	<p>02/12/2012 - I hope to make oral reports a stronger part of the course, as it was informally done and not all students participated. Want to purchase more videos to use as observation of culturally diverse aspects of development.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met Reporting Year: 2011-2012	
	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test		
Department - Child Development (CHLD) - CHLD 56 - OBSERVATION & ASSESSMENT - SLO 1 - Documentation Panel - Identify the different components of a documentation panel. (Created By Department - Child Development (CHLD)) Course-Level SLO Status: Active	Assessment Method: Create and present a documentation panel. Rubric will be used Assessment Method Type: Presentation/Performance	01/25/2013 - I found that discussing observation methods in class and sending my students out to complete these observations (assignments) in the field, greatly contributed to their knowledge of observation techniques and practices. From this experience they were able to gain much information about the children they were observing and they were able to plan for these children using this information. This provided them with quality experiences they will need in the field of child development. This knowledge was demonstrated to me through their assignments and by the performance on their final exam. Result: Target Met Reporting Year: 2012-2013 08/31/2012 - 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. Result: Target Met Reporting Year:	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2011-2012	
<p>Department - Child Development (CHLD) - CHLD 56 - OBSERVATION & ASSESSMENT - SLO 2 - Observation Process - Demonstrate knowledge of the process of identifying individual needs through observation. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Assemble a portfolio including a narrative statement to demonstrate this process - Rubric will be used</p> <p>Assessment Method Type: Class/Lab Project</p>	<p>01/25/2013 - I found that discussing observation methods in class and sending my students out to complete these observations (assignments) in the field, greatly contributed to their knowledge of observation techniques and practices. From this experience they were able to gain much information about the children they were observing and they were able to plan for these children using this information. This provided them with quality experiences they will need in the field of child development. This knowledge was demonstrated to me through their assignments and by the performance on their final exam.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p>	
<p>Department - Child Development (CHLD) - CHLD 56 - OBSERVATION & ASSESSMENT - SLO 3 - Observational Data Collection - Describe the various methods of collecting observational data on children. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p>		
<p>Department - Child Development (CHLD) - CHLD 56N - PRINCIPLES & 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 philosophies, and ethical standards. (Created By Department - Child Development (CHLD))</p>	<p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p>	<p>01/25/2013 - 47% of students answered the pre-test question correctly. 53 % of the students answered the post test question correctly. curriculum related to the question will be emphasized in future classes.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		<p>02/12/2012 - 73% of students answered the pre-test question correctly. 50 % of the students answered the post test question correctly. In the post test, 16 students answered the question correctly and 16 answered it incorrectly. The wording of the question is somewhat tricky but students are expected to analyze questions carefully before they answer. I did not mention that this question was a repeat from their first test. The question was also last on the test so students may have not taken the time to assess their answer. I am curious as to why this occurs and I will consider embedding it in the test in the future rather than at the end.</p> <p>Result: Target Not Met Reporting Year: 2011-2012</p>	<p>02/12/2012 - Curriculum related to the question will be emphasized in future classes.</p>
<p>Department - Child Development (CHLD) - CHLD 56N - PRINCIPLES & 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Embedded exam question</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>	<p>01/25/2013 - Correct answers increased from 57% to 67%. Through discussion and videos, additional focus was placed on the early childhood teacher's role in addressing the needs of the whole child.</p> <p>Result: Target Met Reporting Year: 2012-2013</p> <p>05/11/2012 - Correct answers increased from 39% to 68%. Through discussion and videos, additional focus was placed on the early childhood teacher's role in addressing the needs of the whole child.</p> <p>Result: Target Met Reporting Year: 2011-2012</p>	
<p>Department - Child Development (CHLD) - CHLD 56N - PRINCIPLES & PRACTICES</p>	<p>Assessment Method: Pre/Post Test</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
OF TEACHING YOUNG CHILDREN - SLO 3 - 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))	Assessment Method Type: Pre/Post Test		
Course-Level SLO Status: Active			
Department - Child Development (CHLD) - CHLD 56N - PRINCIPLES & PRACTICES OF TEACHING YOUNG CHILDREN - SLO 4 - Ethical Conduct - Demonstrate an understanding of ethical and professional standards based upon NAEYC's Code of Ethical Conduct. (Created By Department - Child Development (CHLD))	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test		
Course-Level SLO Status: Active			
Department - Child Development (CHLD) - CHLD 59 - WORKING WITH SCHOOL-AGE CHILDREN: PRINCIPLES & PRACTICES - SLO 1 - Behavior Identification - Identify the behaviors and characteristics of children ages five to twelve years. (Created By Department - Child Development (CHLD))	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test	05/11/2012 - Students knew very little about the behaviors and characteristics of children ages five to twelve at the beginning of class. They could only identify 3-5. When asked to identify behaviors and characteristics for the midterm , they were able to identify 5-8. Result: Target Met Reporting Year: 2011-2012	
Course-Level SLO Status: Active			
Department - Child Development (CHLD) - CHLD 59 - WORKING WITH SCHOOL-AGE CHILDREN: PRINCIPLES & 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))	Assessment Method: Program Design Project Assessment Method Type: Class/Lab Project	05/11/2012 - By the time of the midterm exam students indicated an increased knowledge and understanding of developmentally appropriate and high quality child care for school-aged children. Result: Target Met Reporting Year: 2011-2012	
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Child Development (CHLD) - CHLD 59 - WORKING WITH SCHOOL-AGE CHILDREN: PRINCIPLES & PRACTICES - SLO 3 - Effective Caregivers - Define the characteristics of effective caregivers. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p>		
<p>Department - Child Development (CHLD) - CHLD 63N - ARTISTIC & 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Assessment Method: Each student was required to observe a group of children participating in an open-ended project that encouraged creativity and observe a group of children participating in a close ended project that discouraged creativity. The final part of the assignment was to write a reflective paper comparing and contrasting the two observations and the creative growth that incurred from the two experiences.</p> <p>Assessment Method Type: Essay/Journal</p>	<p>03/12/2012 - The outcome from the student's papers was the understanding of encouraging creative growth through the use of methods such as allowing time, enough materials, not providing a model/sample, and allowing for the 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 of the children being observed.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	
<p>Department - Child Development (CHLD) - CHLD 63N - ARTISTIC & 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</p>	<p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p>	<p>03/12/2012 - The students wrote in their final essay question that they were leaving this course with more confidence in providing various creative mediums in their classrooms because they have now experienced them first hand. They were exposed to new materials such as charcoal,</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
performing arts. (Created By Department - Child Development (CHLD)) Course-Level SLO Status: Active		pastels etc that they can now bring into their classrooms. They wrote about the value of having the freedom to explore with the materials which allowed for their own creative self to grow. Result: Target Met Reporting Year: 2011-2012	
Department - Child Development (CHLD) - CHLD 63N - ARTISTIC & CREATIVE DEVELOPMENT - SLO 3 - Creativity - Understand the elements of creativity and creative thinking. (Created By Department - Child Development (CHLD)) Course-Level SLO Status: Active	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test		
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)) Course-Level SLO Status: Active	Assessment Method: Each student presentation included: the student?s assessment of 10 organizational climate dimensions in their own early care and education programs and determining which dimensions needed improvement, the student?s plan of actions and student?s goal for the action step taken. Assessment Method Type: Presentation/Performance	01/25/2013 - Students were optimistic about their plans of action. I observed that students felt empowered to make these changes. Ideally, this class schedule would allow for setting goals, making changes over time and then assessing the changes. However, this 12 hour class was taught in a Friday/ Saturday format which is also why it was popular. Result: Target Met Reporting Year: 2012-2013 02/12/2012 - Students were optimistic about their plans of action to improve the organizational climate of their early care and education programs. They set feasible goals and felt significant changes could be made. I observed that students felt empowered to make these changes. Result: Target Met	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Reporting Year: 2011-2012	
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)) Course-Level SLO Status: Active	Assessment Method: Creation of a wall mural which illustrated good child development administration practice and understanding of the concept. Each group presented to the class. Assessment Method Type: Presentation/Performance	01/25/2013 - Students enjoyed sharing their reactions and experiences with each other. They learned from hearing other ideas and comparing them to their own. Ideally, this class schedule would allow for setting goals, making changes over time and then assessing the changes. However, this 12 hour class was taught in a Friday/ Saturday format which is also why it was popular. Result: Target Met Reporting Year: 2012-2013 02/12/2012 - Students enjoyed conceptualizing a healthy organizational climate and learned from their interactions with each other in the small group. Result: Target Met Reporting Year: 2011-2012	
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 - Child Development (CHLD)) Course-Level SLO Status: Active	Assessment Method: In-depth study of specific topics related to the study of child development in a research project, written paper or online class written assignments. Assessment Method Type: Research Paper		
Department - Child Development (CHLD) - CHLD 68X - SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT - SLO 2 - Child Development Theory - Demonstrate	Assessment Method: Written paper, research project or online class writing assignments. Rubric will be used.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
knowledge of child development theory in the field of early care and education. (Created By Department - Child Development (CHLD))	Assessment Method Type: Research Paper		
Course-Level SLO Status: Active			
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))	Assessment Method: In-depth study of specific topics related to the study of child development in a research project, written paper or online class written assignments. Assessment Method Type: Research Paper		
Course-Level SLO Status: Active			
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. (Created By Department - Child Development (CHLD))	Assessment Method: Written paper, research project or online class writing assignments. Rubric will be used. Assessment Method Type: Research Paper		
Course-Level SLO Status: Active			
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))	Assessment Method: In-depth study of specific topics related to the study of child development in a research project, written paper or online class written assignments. Assessment Method Type: Research Paper		
Course-Level SLO Status: Active			
Department - Child Development (CHLD) - CHLD 68Z - SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT - SLO 2 - Child	Assessment Method: Written paper, research project or online class writing assignments. Rubric will be		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Development Theory - Demonstrate knowledge of child development theory in the field of early care and education. (Created By Department - Child Development (CHLD))	used. Assessment Method Type: Research Paper		
Course-Level SLO Status: Active			
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 experience. (Created By Department - Child Development (CHLD))	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test	01/25/2013 - By the end of the course, my students were able to “demonstrate their ability to plan, prepare, and facilitate open-ended art experiences” through in-class group activities and by their written responses on the final exam (#1, 3 and 4). Result: Target Met Reporting Year: 2012-2013	
Course-Level SLO Status: Active			
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))	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test	01/25/2013 - They were able to identify types of art media that could be used with young children as well and this was also demonstrated in their final exam (#2). Result: Target Met Reporting Year: 2012-2013	
Course-Level SLO Status: Active			
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))	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test		
Course-Level SLO Status: Active			
Department - Child Development (CHLD) - CHLD 72 - LANGUAGE DEVELOPMENT -	Assessment Method: Pre/Post Test	05/11/2012 - Although the class spent a great deal of time on theories, when it came to writing about	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>SLO 1 - Language - Identify the stages of language acquisition and development. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Pre/Post Test</p>	<p>this in their assignment there was a disconnect. It seems that they need a practical way of applying the theories to their own lives to understand.</p> <p>Result: Target Not Met</p> <p>Reporting Year: 2011-2012</p>	<p>05/11/2012 - Add a reflection to course that would allow students to apply theories to their own language development.</p>
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p>	<p>05/11/2012 - This was an amazing assignment and the interactive process was looked at from both a teacher perspective and a child?s perspective. Topics included recycling, habitats, entering Kindergarten, gardening, chickens and eggs, etc.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Review research and present findings ? Rubric will be used</p> <p>Assessment Method Type: Research Paper</p>	<p>08/05/2012 - Students had a difficult time reflecting on the research presented and how to make that applicable in their working with children.</p> <p>Result: Target Not Met</p> <p>Reporting Year: 2011-2012</p>	<p>08/05/2012 - Have small group discussions prior to turning in the paper and/or practice writing a reflection about something they already know about.</p>
<p>Department - Child Development (CHLD) -</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Prepare music plans to enhance physical and cognitive development in both the classroom and on the playground ? Rubric will be used</p> <p>Assessment Method Type: Class/Lab Project</p>	<p>08/05/2012 - Students were able to demonstrate their abilities to plan developmentally appropriate music & movement activities for children.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Assessment Method: The students will plan, facilitate and evaluate a science and nature curriculum activity for the rest of the class to actively experience.</p>	<p>08/05/2012 - The majority of students knew 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. This assignment was a valuable skill for the students to develop. A few of the students needed assistance with the activity planning assignment.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	
<p>Department - Child Development (CHLD) - CHLD 74 - SCIENCE & NATURE - SLO 2 - Curriculum Planning - Demonstrate an understanding of the importance of science</p>	<p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p>	<p>08/05/2012 - 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</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>and nature when planning curriculum in an early childhood program. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p>		<p>the importance of the value of children connecting 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. The students were exhilarated about the number of activities their groups brainstormed for their web based on a scientific topic. I liked using the writing in class as the pre and post of learning about what the students know about science and nature and the value it has in early childhood curriculum planning. I think the group curriculum web planning is valuable because the experienced teachers and the science/nature loving students can learn side by side from each other.</p> <p>Result: Target Met Reporting Year: 2011-2012</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students were expected to give specific examples of the essential components of a high quality environment for infants and toddlers. If they described three or more examples in an area it was rated excellent; two examples received a competent rating; one or none were rated unacceptable. Assessment Method Type: Essay/Journal</p>	<p>01/25/2013 - The questions pertaining to the design of a high quality environment for infants and toddlers were included on students' midterm exam. This essentially forced them to think about and respond separately to each of the various sub-categories, making their overall answers very detailed. More than ¾ of the students gave perfect or near perfect answers. Only three students received poor scores on that portion of the exam.</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met Reporting Year: 2012-2013</p> <p>02/12/2012 - Most students achieved an excellent rating for all of the measures covering the learning environment, the physical environment, the arrangement of the physical environment, and the emotional environment. However, some of the students faltered (approximately 1/5 of the class) and fell into the "competent" range when asked to explain ideas for organizing and defining classroom space.</p> <p>Result: Target Met Reporting Year: 2011-2012</p>	<p>02/12/2012 - In order to be sure that all students are successful on this measure I will modify the instructions that I give them for their program observation assignment so that they will be asked to specifically observe how classroom space is defined and organized in the programs they visit.</p> <p>Embedded exam questions will be replacing the written paper. In order to better assess students in this area, I plan to create and use short answer exam questions instead of a written paper.</p>
	<p>Assessment Method: Environment design ? rubric will be used Assessment Method Type: Class/Lab Project</p>		
<p>Department - Child Development (CHLD) - CHLD 79 - CARING FOR INFANTS & 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p>	<p>01/25/2013 - On their surveys at the beginning of class none of the students could explain why cultural sensitivity is so important. Only ten of the students had knowledge of one or two caregiving practices that vary from culture to culture. The rest of the students left the question blank on their survey or admitted that they had no knowledge in this area. On their midterm exams, all of the students were able to discuss why cultural sensitivity is important in child care and to describe ways that caregivers can demonstrate cultural sensitivity in the classroom setting for infants, toddlers, and their families.</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met Reporting Year: 2012-2013</p> <p>02/12/2012 - At the beginning of class less than one third of the students were able to write something in this area on their survey. Only two of the students gave fairly detailed answers. More than two thirds of the students left the question blank on the survey. When asked a similar question on their exam, only one student failed to give an answer. The rest of the class was able to answer why cultural sensitivity is important and to describe a variety of ways that caregivers can demonstrate cultural sensitivity to infants, toddlers, and their families. Result: Target Met Reporting Year: 2011-2012</p>	
<p>Department - Child Development (CHLD) - CHLD 79 - CARING FOR INFANTS & 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Embedded Exam Question Assessment Method Type: Exam - Course Test/Quiz</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p>	<p>05/11/2012 - The statements from the first class included things such as a story with a simple story line, rhyming, or wordless books. At the end of the course the students recommended books that included sound effects, repetition, action, a lesson learned. They also included recommendations such as introduce the concepts 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</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>upon the children's experiences. The students mentioned to begin by using a story with no lines for the children to memorize (and just have the child hold up a prop) and then move into one line for each child to say etc.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	
<p>Department - Child Development (CHLD) - CHLD 82 - PLANNING CREATIVE DRAMATICS - SLO 2 - Props for Storytelling</p> <p>- 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p>	<p>05/11/2012 - The most important findings was the type of books or songs the students chose and the use of the props to re-enact the song or book. They used a variety of props from handmade construction paper puppets with glitter and paint to props gathered from their homes or schools. Some of the students re-enacted the story themselves and some included fellow students to participate.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	
<p>Department - Child Development (CHLD) - CHLD 82 - PLANNING CREATIVE DRAMATICS - SLO 3 - Curriculum Planning</p> <p>- Develop a curriculum plan promoting large motor, small motor, social-emotional and language development through dramatics. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p>		
<p>Department - Child Development (CHLD) - CHLD 85 - LITERACY & LITERATURE IN EARLY CHILDHOOD EDUCATION - SLO 1</p> <p>- Age Appropriate Literature - Identify age-appropriate literature to support the</p>	<p>Assessment Method: Book selection activity and presentation ? Rubric will be used</p> <p>Assessment Method Type: Class/Lab Project</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
developmental needs of young children. (Created By Department - Child Development (CHLD))			
Course-Level SLO Status: 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))	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test		
	Assessment Method: Final Project Assessment Method Type: Presentation/Performance		
Course-Level SLO Status: 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))	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test		
Course-Level SLO Status: 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))	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test		
Course-Level SLO Status: Active	Assessment Method: Essay to be included in their mentor portfolio Assessment Method Type: Essay/Journal	01/25/2013 - In the last class, students were asked to state their educational philosophy in writing. Throughout the course students have reflected and analyzed their educational beliefs. In their role as a mentor, the students will refer to their own philosophy frequently when working with their mentee'. Being able to articulate their own educational beliefs easily both verbally and in writing will be important in working as a mentor. The written philosophy is included in the student's mentor portfolio which will become a primary	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>source of reference in working with the mentee'. Result: Target Met Reporting Year: 2012-2013</p>	
		<p>08/05/2012 - In the last class, students were asked to state their educational philosophy in writing. Throughout the course students have reflected and analyzed their educational beliefs. In their role as a mentor, the students will refer to their own philosophy frequently when working with their mentee?. Being able to articulate their own educational beliefs easily both verbally and in writing will be important in working as a mentor. The written philosophy is included in the student?s mentor portfolio which will become a primary source of reference in working with the mentee?. Result: Target Met Reporting Year: 2011-2012</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p>	<p>Assessment Method: Students will receive a case study and through small group discussion, design a plan of action to support the developmental stage of the teacher in the case and further his/her professional growth. Assessment Method Type: Case Study/Analysis</p>	<p>01/25/2013 - Some of the students were familiar with the developmental stages of a teacher while others learned about the information for the first time. The students reflected upon their own experiences as teachers and using the developmental stages designed a plan that they could actually use in their own roles as a mentor. I was pleased with their effort and particularly pleased by the involvement of all students in this group activity. Result: Target Met Reporting Year: 2012-2013</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>08/05/2012 - Some of the students were familiar with the developmental stages of a teacher while others learned about the information for the first time. The students reflected upon their own experiences as teachers and using the developmental stages designed a plan that they could actually use in their own roles as a mentor. I was pleased with their effort and particularly pleased by the involvement of all students in this group activity.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p>		
<p>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 (CHLD))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Assessment Method: Curriculum Plan activity</p> <p>Assessment Method Type: Class/Lab Project</p>	<p>01/24/2013 - The outcome from the student's papers was the understanding of encouraging creative growth through the use of methods such as allowing time, enough materials, not providing a model/sample, and allowing for the 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</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>conversation during the projects, the demand of assistance from the adults, and the body language of the children being observed.</p> <p>I think the additional experience that the students experienced for themselves was very valuable. They had a lot of thoughts about how they felt being told how to do something versus being allowed to experiment and “play” with the materials.</p> <p>Result: Target Met Reporting Year: 2012-2013</p>	
		<p>01/24/2013 - We now require that students complete a curriculum course so they have the skills to plan, facilitate, and evaluate a successful activity before they enroll in this class. Some students are still challenged with developmentally appropriate activity planning for their age group of children. There are several practicum students who are placed in Reggio inspired programs and they plan provocations instead of activities. I now spend more time in this course on planning curriculum techniques and allow students to share ideas about their experiences they have had with their activities.</p> <p>Result: Target Met Reporting Year: 2012-2013</p>	<p>01/24/2013 - re-evaluate the activity form so it can be used easily with various program's philosophies.</p> <hr/>
		<p>03/12/2012 - Students continue to have some difficulty determining what their goals are for their activity. It is also challenging for some students to break down what skills the children are developing while participating in the activity. The students who have completed a course in curriculum planning had a stronger sense of how to plan, facilitate, and evaluate a successful activity. Some students are still learning about what is a developmentally appropriate activity for</p>	<p>03/12/2012 - I will include a discussion about various philosophies and how they plan their curriculum. We can practice webbing in small groups and sharing the webs with the whole class. During week six or seven of the class we can discuss their experiences about the methods of</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>their age group of children. There are several practicum students who are placed in Reggio inspired programs and they plan provocations instead of activities.</p> <p>Result: Target Met Reporting Year: 2011-2012</p>	<p>planning that is occurring in the programs they are placed. I will break the class into small groups and then have the groups share with the whole class. We will place more emphasis on the many ways that curriculum can be planned.</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p>	<p>01/24/2013 - The students wrote in their final essay question that they were leaving this course with more confidence in providing various creative mediums in their classrooms after experiencing them first hand. They were exposed to new materials such as textiles, cardboard "x's", charcoal, pastels etc that they will bring those materials into their classrooms. They wrote about the value of having the time and freedom to explore with the materials which allowed for their own creative self to grow.</p> <p>The students would also share during class activities and supplies that they were trying with the children after they used them during our class. They were really excited to bring new ideas into their classrooms.</p> <p>Result: Target Met Reporting Year: 2012-2013</p>	
	<p>Assessment Method: The students write a paper about the role of the teacher which is due the third week of class. The students read a chapter from the textbook about the role of the teacher and we discuss the various roles of a teacher and the philosophies of various early care and education programs. The final self-evaluation and reflection paper gives the</p>	<p>01/24/2013 - The written papers were valuable to prepare the student for their role as a practicum student teacher. The final reflective essay question provides an opportunity for students to reflect upon the principles and philosophies that they practiced during their student teaching. After reading their final essay and evaluations I ascertained that the students have a much deeper understanding about the importance of their</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>student a format to express their growth in their role as a teacher and to set goals for their future growth. I added a final essay question that asks the student the principles and philosophies they practiced in their role as a student teacher.</p> <p>Assessment Method Type: Essay/Journal</p>	<p>relationship that they build with each child through listening, observing, and treating each child as an individual.</p> <p>Result: Target Met Reporting Year: 2012-2013</p>	
		<p>03/12/2012 - The reading assignment and written paper were valuable to prepare the student for their role as a practicum student teacher. The final reflective essay question provides an opportunity for students to reflect upon the principles and philosophies that they practiced during their student teaching. After reading their final essay and evaluations I ascertained that the students have a much deeper understanding about the importance of their relationship that they build with each child through listening, observing, and treating each child as an individual.</p> <p>Result: Target Met Reporting Year: 2011-2012</p>	
<p>Department - Child Development (CHLD) - CHLD 88 - CHILD, FAMILY & COMMUNITY - SLO 1 - Local Resources - Demonstrate familiarity of local resources to assist children and families. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Research local resources and present information ? Rubric will be used Assessment Method Type: Presentation/Performance Target: 80% of students in this class will demonstrate knowledge of a community resource.</p>	<p>01/25/2013 - My students were able to locate resources in our area, and were able to present (online) these resources to their peers (Assignment #4, Post in Week 9). After reading about each of the resources, students demonstrated they understood the value of the resources to our field (Discussion post) and demonstrated that they could help a parent locate a needed resource (final exam question #12)</p> <p>Result: Target Met Reporting Year: 2012-2013</p>	
		<p>01/25/2013 - Student responses ranged from knowing little to knowing nothing previously about the topics. Many felt they had gained information about community resources which could be used</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>to assist friends, family or assist a family in their classroom setting. I believe students felt they had developed a useful expertise in the topic.</p> <p>Result: Target Met Reporting Year: 2012-2013</p>	
		<p>02/12/2012 - Student responses ranged from knowing little to knowing nothing previously about the topics. Some students 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. Students also gained experience and skill in working on research action project.</p> <p>Result: Target Met Reporting Year: 2011-2012</p>	<p>02/12/2012 - Find a better way to award points for participation in this project. Maybe extra points for leadership role or preparing Power Point? Also better tracking of participation is needed in evaluation process.</p> <hr/>
<p>Department - Child Development (CHLD) - CHLD 88 - CHILD, FAMILY & COMMUNITY - SLO 2 - Family - Identify various family structures, family strengths, and family stressors. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p>	<p>05/11/2012 - The group work focused on the above topics helped to increase student's understanding of family structures, family strengths, and family stressors. Students were able to identify their own family structure, strength and stressors in the an essay ?A Family That I Lived In? that was submitted toward the end of class. They also demonstrated a strong understanding of this SLO in their Group Projects.</p> <p>Result: Target Met Reporting Year: 2011-2012</p>	
		<p>05/11/2012 - Students participated actively in the initial activity and discussion, moving around the room to posted charts where they recorded their answers. They enjoyed reading what had been listed by students in the rotation before them in the rotation and finding other examples to list. I</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		believe the discussion during the activity helped to clarify concepts for the students as in the final exam all students were able to provide appropriate examples of family structures, family strengths and family stressors and the effect on a family. Result: Target Met Reporting Year: 2011-2012	
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)) Course-Level SLO Status: Active	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test	01/25/2013 - Initially, some students' worksheets and discussions did not reflect respect for different views on parenting. Students expressed discomfort with some of the practices such as toileting or feeding. Responses in the 3rd worksheet showed an understanding of differences and a growing awareness of a teacher's role in supporting the child AND the family in an early care and education setting. Result: Target Met Reporting Year: 2012-2013	
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)) Course-Level SLO Status: Active	Assessment Method: Student Survey Assessment Method Type: Survey	02/12/2012 - Per a feedback sheet that I had students complete 95% responded positively that they increased their understanding about the relationship between behavior and culture, family values, second language acquisition and environment. Including increased strategies as related to conflict resolution, unidentified special needs and child development stages. Result: Target Met Reporting Year: 2011-2012	02/12/2012 - Increase activities that provide for reading about scenarios for students to discuss and increase hands on to make the point.
	Assessment Method: Pre/Post Essay Assessment Method Type: Pre/Post Test	01/24/2013 - Students seemed to know a lot about behavior expectations within their own cultural experience and after our course readings and	01/24/2013 - spend even more time with in-class discussion so students can hear about diversity within the

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>discussions students included "it depends" context within their causes for behavior in children. They were more open to diversity of context as a part of behavior and adult response to such behaviors – not so black and white.</p> <p>Result: Target Met Reporting Year: 2012-2013</p>	<p>class as a group. Or bring in guest speakers with diverse world views and life experience to expand that of the group, as necessary.</p> <hr/>
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Role play and demonstration ? Rubric will be used Assessment Method Type: Discussion/Participation</p>	<p>05/11/2012 - Students were first introduced to the five steps of conflict resolution by reading their textbook. I then followed up with a lecture and I had two students come up to the front of the class and we demonstrated a scenario. I then brought index cards with different scenarios that three-four students could re-enact using the five step approach to conflict resolution. The students learned by observing each role play and became more confident using this technique with the children in their programs.</p> <p>Result: Target Met Reporting Year: 2011-2012</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p>		
<p>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</p>	<p>Assessment Method: Students worked in small groups to design their ideal environment and discuss what children learned in various areas of the classroom.</p>	<p>02/12/2012 - Students were challenged to create an ideal environment for children while considering the environment as a teaching tool. To reinforce this concept the class did a field trip to a lecture?Mirror of the Mind and Heart: What a</p>	<p>02/12/2012 - Add in a field trip to a local school(s) to view different environments.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
learn in various interest centers. (Created By Department - Child Development (CHLD)) Course-Level SLO Status: Active	Assessment Method Type: Class/Lab Project	Says to Children presented on the Middlefield Campus by The Children?s School. This hands-on activity allowed the students to gain knowledge of how the setting, wall hangings, sounds, props, tasks and atmosphere influence children?s ways of knowing. Result: Target Met Reporting Year: 2011-2012	
	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test		
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)) Course-Level SLO Status: Active	Assessment Method: Students worked in dyads to develop a curriculum box that could be used in at least two different learning areas in the environment. Assessment Method Type: Presentation/Performance	02/12/2012 - As a culmination project students worked in dyads to present a curriculum box that would work in at least two different areas of the classroom. This project allowed students to reflect on all they had learned during the quarter and an opportunity to present to the class a lesson plan (web) that included basic props, vocabulary words that may emerge, how to extend the activities, and how to involve parents in the curriculum. Keeping in mind the idea of provoking students interests the students staged their curriculum box, did a 15 minute presentation followed by Q&A time. This was a good way for me to know that they could apply all the principles discussed during class and in the text when developing curriculum. Result: Target Met Reporting Year: 2011-2012	02/12/2012 - Review developmentally appropriate practices (DAP) before they present their curriculum boxes.
	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Child Development (CHLD) - CHLD 89 - CURRICULUM FOR EARLY CARE & EDUCATION PROGRAMS - SLO 3 - Learning Environment - Explain the relationship between a quality learning environment and developmentally appropriate practice. (Created By Department - Child Development (CHLD)) Course-Level SLO Status: Active	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test		
Department - Child Development (CHLD) - CHLD 90B - ADMINISTRATION & 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)) Course-Level SLO Status: Active	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test	01/25/2013 - Results from pre and post tests were nearly identical. I believe the several methods used to teach the concept were varied and adequate. The essence of the question was discussed various times throughout the course, discussed by the guest director panel. Result: Target Met Reporting Year: 2012-2013	
		02/12/2012 - Results from pre and post tests were nearly identical. I believe the several methods used to teach the concept were varied and adequate. The essence of the question was discussed various times throughout the course, discussed by the guest director panel. The question asks the student to identify the ?curriculum leader? in an early care and education program. When recognizing the MANY roles of a program director, I believe students do not see this role as among the important roles. Result: Target Met Reporting Year: 2011-2012	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Child Development (CHLD) - CHLD 90B - ADMINISTRATION & 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> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Two assignments developing a personal professional philosophy and a group project to develop a program philosophy for an early care and education program. Assessment Method Type: Essay/Journal</p>	<p>01/25/2013 - Of 27 responses, 22 students included 4-6 of points needed. Four students provided poor responses and one failed to include any correct points. Result: Target Met Reporting Year: 2012-2013</p> <p>02/12/2012 - Of 22 responses, 13 students received 3-5 points. 5 students provided poor responses and 2 failed to include any correct points. Result: Target Not Met Reporting Year: 2011-2012</p>	<p>02/12/2012 - I will actually list points on the board rather than relying on text or discussion. At the completion of these assignments, discuss more explicitly how these philosophies inform the director in developing program systems and operations.</p>
	<p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p>		
<p>Department - Child Development (CHLD) - CHLD 90C - ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART 2 - SLO 1 - Marketing</p>	<p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p>	<p>05/11/2012 - This is the second time I have assigned this project. I saw it as a complement to and a preparation for the parent tour project</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Materials - Analyze the effectiveness of various marketing materials summarizing information about early care and education programs. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p>		<p>students would do later in the quarter. I was again 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.</p> <p>Result: Target Met Reporting Year: 2011-2012</p>	
<p>Department - Child Development (CHLD) - CHLD 90C - ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART 2 - SLO 2 - Parent Tour - Demonstrate knowledge needed to effectively conduct a parent tour in marketing an early care and education program. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p>		
<p>Department - Child Development (CHLD) - CHLD 90C - ADMINISTRATION & 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 PAS. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Conduct an assessment ? Rubric will be used Assessment Method Type: Class/Lab Project</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Child Development (CHLD) - CHLD 91 - ADMINISTRATION & SUPERVISION: ADULT SUPERVISION & LEADERSHIP - SLO 1 - Strategies - Analyze guidance, teaching and evaluation strategies that are used for adults supervised in early care and education settings. (Created By Department - Child Development (CHLD)) Course-Level SLO Status: Active	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test	08/05/2012 - The number of correct answers increased slightly in the post-test. Students also incorporated the essence of this SLO in their group case work and oral presentation very successfully. The presentations were stellar. I believe that students do understand the concepts. Result: Target Met Reporting Year: 2011-2012	
Department - Child Development (CHLD) - CHLD 91 - ADMINISTRATION & SUPERVISION: ADULT SUPERVISION & 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)) Course-Level SLO Status: Active	Assessment Method: Embedded Exam Question Assessment Method Type: Exam - Course Test/Quiz		
Department - Child Development (CHLD) - CHLD 91 - ADMINISTRATION & SUPERVISION: ADULT SUPERVISION & LEADERSHIP - SLO 3 - Leadership Styles and Development - Identify leadership styles and assess one's own leadership development. (Created By Department - Child Development (CHLD)) Course-Level SLO Status: Active	Assessment Method: Leadership styles assessment tool Assessment Method Type: Class/Lab Project	08/05/2012 - According to their summary at the completion of the assignment, students found value in using the leadership assessment. They compared their own strengths and leadership skills to other leaders/managers they have worked with. They determined opportunities for personal growth. Assignment was valuable and a good culmination to the course content. Result: Target Met Reporting Year: 2011-2012	
Department - Child Development (CHLD) - CHLD 91 - ADMINISTRATION & SUPERVISION: ADULT SUPERVISION & LEADERSHIP - SLO 4 - Change -	Assessment Method: Embedded Exam Question Assessment Method Type: Exam - Course Test/Quiz		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Demonstrate understanding of the value and impact of change in early care and education settings. (Created By Department - Child Development (CHLD))			
Course-Level SLO Status: Active			
Department - Child Development (CHLD) - CHLD 95 - HEALTH, SAFETY & 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))	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test		
Course-Level SLO Status: Active	Assessment Method: In class presentation Assessment Method Type: Presentation/Performance	03/12/2012 - Students who were already working in a child development center were surprised that they were in charge of things in case of a disaster. They learned where emergency supplies were located and how an evacuation would work (location and reuniting with parents). This assignment was an alternative assignment for those students who were already trained in CPR/1st Aid. Result: Target Met Reporting Year: 2011-2012	03/12/2012 - Plan to add a field trip to assess a site together as a group. <hr/>
Department - Child Development (CHLD) - CHLD 95 - HEALTH, SAFETY & NUTRITION IN CHILDREN'S PROGRAMS - SLO 2 - Nutrition Planning - Identify the components of "My Plate" and be able to plan healthy meals and/or snacks for children. (Created By Department - Child Development (CHLD))	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test	03/12/2012 - Since the NEW MyPlate guidelines were just introduced in April, none of the students were familiar with the change from MyPyramid. Materials were new and not many resources were yet available. Result: Target Met Reporting Year: 2011-2012	
Course-Level SLO Status: Active			
Department - Child Development (CHLD) - CHLD 95 - HEALTH, SAFETY & NUTRITION IN CHILDREN'S PROGRAMS - SLO 3 - Child Abuse - Identify signs and symptoms of child abuse and know how to	Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
report suspected abuse. (Created By Department - Child Development (CHLD)) Course-Level SLO Status: Active			