## Basic Program Information

**Department Name:**

Child Development

**Division Name:**

Business and Social Sciences

**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 who take an active interest in the world around them.  The Program offers a career ladder and pathway which culminates in the AA degree and/or transfer to a college or university program and successful employment opportunities.

Please list all Program Review team members who participated in this Program Review:

| Name | Department | Position |
|---|---|---|
| **Jeanne Thomas** | Child Development | Faculty, Chair |
| **Nicole Kerbey** | Child Development | Faculty |

| | |
|---|---|
| **Total number of Full Time Faculty: 2** | *Jeanne Thomas, Nicole Kerbey* |
| **Total number of Part Time Faculty: 19** | *Claire Koukoutsakis, Maryam Daha, Chris Carducci, Sheila Smith, Gayle Mayekawa, Marian Browning, Jenna Ascari, Chih-Ying Chang, Bharti Dave, Martina Ebesugawa, Denise Giotta, Maureen Harrigan, Michelle Julian, Jackie Kite, Diane Lee, Jim Marshall, Sandy Mckeithan, Jennifer Perez Hernandez, Ruth Wachob* |

| **Please list all existing Classified positions: None** |
|---|
| Example: Administrative Assistant I |
| |

List all Programs* covered by this review & check the appropriate column for program type:

| Program Name | Certificate of Achievement Program | Associate Degree Program | Pathway Program |
|---|---|---|---|
| *Child Development Associate Degree* | **Yes** | Yes | |
| *Certificate of Achievement in Program Supervision and Mentoring* | **Yes** | | |
| *Certificate of Achievement: Child Development Teacher* | **Yes** | | |
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| | | | |
| | | | |

*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 (i.e.Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

| Section 1: Data and Trend Analysis |
|---|

**a. Program Data:**

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

| Transcriptable Programs | 2010-2011 | 2011-2012 | 2012-2013 | % Change |
|---|---|---|---|---|
| | | | | |
| Child Development Associate of Arts Degree | 14 | 8 | 14 | 75% |
| Certificate of Achievement in Program Supervision and Mentoring | 1 | 1 | 0 | -100% |
| Certificate of Achievement: Child Development Teacher | 1 | 3 | 1 | -66% |

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

| Non-Transcriptable Program | 2010-2011 | 2011-2012 | 2012-2013 | % Change |
|---|---|---|---|---|
| | | | | |
| Early Childhood Education Certificate of Specialization | 1 | 3 | 5 | +40% |
| School Age Child Care Certificate of Specialization | 0 | 0 | 1 | +100% |
| Inclusion & Children with Special Needs Certificate of Specialization | 5 | 2 | 3 | +33% |
| Infant Toddler Certificate of Specialization | 1 | 2 | 2 | 0 |

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

Four certificates of specialization (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) are not transcriptable. The value of the certificates of specialization for CHLD students is redeemed when the student is in search of employment rather than for transfer.

The certificates of specialization are important in CHLD workforce development as they give "credibility" to the job seeker who enrolls in CHLD classes with the goal to complete classes required by CA licensing for employment in an early childhood program.

Students use certificates of 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 clear motivational pathway for students to continue their education- i.e. "small bites". The relatively low unit requirement may seem less intimidating for some students.

In addition, many of our students already have advanced degrees from both inside and outside the United States in unrelated fields- such as physics, forestry, culinary arts, psychology, exercise physiology , law enforcement, finance, philosophy, art, and sociology. They do not plan to transfer to a 4 year college. Their goal is to obtain the qualifications needed for a teaching position in an early care and education program. The certificates of specialization look good on their resumes when their advanced degrees are not related to Child Development. For example, on a resume a student with no experience in teaching young children might list an advanced degree in Chemistry and also a Certificate of Specialization in Infant

Toddler Development. A Chemistry degree alone would not warrant an interview with an employer who is looking for the courses required by CA Licensing. However, listing the Certificate of Socialization in Infant-Toddler Development might make a difference especially if the student is continuing her Child Development education.

CHLD presents 4 new student orientations each year and the 6 CHLD certificates of achievement and specialization are discussed and promoted to new students. Special attention is given to the alignment of the Certificates of Specialization with the CA Child Development Associate Teacher Permit.

In addition, faculty discuss both certificates and degrees with students each quarter in beginning level courses such as CHLD 56N and CHLD 88. CHLD's CA Child Development permit advisor, Nicole Kerbey and the counselors at Middlefield also discuss the certificates and their relationship to the CA Child Development permit.

We expect to see the number of certificates of Specialization (and Achievement) awarded to increase in 13-14 due to this increased emphasis.

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

b.  **Department Level Data:**

|  | 2010-2011 | 2011-2012 | 2012-2013 | % Change |
|---|---|---|---|---|
| **Enrollment** | 1,754 | 1,866 | 1,873 | .4% |
| **Productivity** <br> **(College Goal 2013-14: 535)** | 537 | 435 | 374 | -14.1% |
| **Success** | 1,352 | 1,415 | 1,386 | -2% |
| **Full-time FTEF** | 0.9 | 1.1 | 1.9 | 79.1% |
| **Part-time FTEF** | 3.7 | 3.9 | 4.2 | 6.3% |

c.  **Associate Degree Transfer (ADT)**
There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

| Check one | Associate Degree Transfer Status |
|---|---|
|  | **State Approved** |
|  | **Submitted to State Chancellor's Office** |
|  | **Submitted to Office of Instruction** |
| **X** | **In Progress with Articulation** |
|  | **Planning Stage with Department** |
|  | **Not Applicable** |

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

Nine of our core courses are currently in the Curriculum Review process and are expected to be approved at the end of November 2013. From there, we will be working with the Articulation Officer, Bernie Day, to submit to C-ID.

**Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).**

**d. Enrollment trends**:  Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

Enrollment increased .4% from 11-12 to 12-13. We offer a good selection of classes at convenient times which meet student needs- on 2 campuses, day, night, weekends and online. We have increased the number of online classes to meet demand.  We have good community outreach, and an excellent FT/PT faculty with strong knowledge base and experience.  We have good support from Administration in understanding the unique characteristics and needs of Child Development students. We have an 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.

In 2012-13 through Map Your Future's Child Development Academy, we offered an additional 14 sections at Central County Occupational Center (CCOC) and through the Family Engagement Institute's *Stretch to Kindergarten*.  Both of these programs served high school students and adults who were seeking occupational training. Students completed their intended programs and some continue to take classes with us either at CCOC or on our two campuses.

Academy formats included two 6 week summer Academies in San Jose and in Mt View including student teaching experiences.  In addition, a Weekly Academy and a Weekend Academy were held during the 2012-2013 Academic year.  In each of these Academies, students earned 11 quarter units needed for teacher qualification by CA licensing.  In addition, the completion of these units led to eligibility to apply for the first level CA Child Development Assistant Teacher permit.

**e. Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

Child Development has a greater percentage of female students compared with that of the rest of the college (90% female, compared to 54% college wide). This discrepancy is common in our field.

The Child Development student is on average, slightly older than the average Foothill College student, with the biggest percentage (39%) falling in the 25-39 age group. This mirrors what we have observed - our students are more likely to be working and have families to support. To support this, we choose to offer more classes at night, on weekends, fast-track, and online.

The ethnicity distribution in Child Development is fairly comparable to that of Foothill College, with a slightly larger Latino population (34% compared to 20%) and a slightly smaller Asian population (18% compared to 26%). We have noticed that some of our students do have a need for ESL services and in the past have provided ESL testing opportunities. Recently we have re-evaluated this and have found no need to continue this practice as student interest was low and testing can be provided on demand at Middlefield.

The CHLD student is more educated than the average Foothill student, with 28% of our students holding a B.A. or B.S. degree already, compared to just 16% college wide. Additionally 7% of our students hold an

A.A. or A.S. degree compared to 4% college wide. We have observed this in the past, and it is one reason we choose to offer a number of certificates, both of Achievement and Specialization. These certificates look good on their resumes when their advanced degrees are not related to Child Development.  For example as noted above: 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.

**f. Productivity**: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

With administration support, the decision was made to let CHLD classes go with lower enrollment in order to push up FTES. Resulting productivity was 374.

We expect productivity to increase in 2013-2014, as we have had a strong Summer 13 and Fall 13. Fall 13 productivity is showing 421.

Since 2006, CHLD has been building its program through 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 2013-2014, 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. Currently, in Fall of 2013, we are teaching both of these courses at the main campus, at Middlefield, at CCOC and online- totaling 8 sections of Child Growth and Development.  One of these online sections was added at the last minute to accommodate student need.

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. In Fall 2013, we offered a Sat/Sun four weekend course at Middlefield. 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.

The courses offered through Map Your Future Academies (CCOC and Stretch to Kindergarten) are offered as part of a year long cohort program which leads high school and other adult vocational students through a pre-determined sequence of classes. Due to the nature of the program, in the Fall quarter, the program might be full, but to due to attrition might serve a lower number of students in subsequent quarters.

**g. Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

- 50/59 has been blended into CHLD 59, a 4 unit course.
- 85/72 has been blended to a 4 unit course.
- 53NC/53NP may be blended to a 4 unit course, pending further discussion among        CHLD faculty

-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. We have been offering it twice a year and enrollment is expected to continue to grow.

-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 Director Round Tables for administrators as part of its outreach and networking.  The Institute also presents a variety of 1 unit courses for early childhood program leaders. Currently we have four new courses in the curriculum approval process; these are CHLD 54A- Developing a Healthy Organizational Climate, CHLD 54B- The Right Fit: Recruiting, Selecting and Orienting the Staff, CHLD 54C- Leadership in Action: How Effective Directors Get Things Done and CHLD 54D- From the Inside Out: The Power of Reflection and Self-Awareness.

We continue to keep an eye on courses that may have lower enrollment and frequently re-evaluate how often those courses should be offered. Considerations include that students need to meet licensing and permit requirements by taking core courses. It would be detrimental for some courses to be offered less

frequently as students are trying to fulfill their education plans.  Again, students will leave Foothill to go to another college to complete workforce requirements.

**h. Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

We currently review all CORs at least every five years. We have recently aligned with The Curriculum Alignment Project (CAP), and are currently pushing changes to the COR's through the curriculum process. Once done, we are seeking C-ID approval for 9 courses and will pursue the AD-T degree.

**i. Curriculum and SLOs**: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

We have recently aligned with The Curriculum Alignment Project (CAP), and are currently pushing changes to the COR's through the curriculum process.  Once done, we are seeking C-ID approval for 9 courses and will pursue the AD-T degree.

**j. Innovation**: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

In 2012-13 through Map Your Future, we offered an additional 14 sections at Central County Occupational Center (CCOC) and through Collaboration with the Family Engagement Institute's *Stretch to Kindergarten*. Both of these programs served high school students and adults who were seeking occupational training. Students completed their intended programs and some continue to take classes with us either at CCOC or on our two campuses.

| Section 2: Student Equity and Institutional Standards |
|:---:|

**As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)**

**a. Institutional Standard for Course Completion Rate: 55%**
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Reviewing our course success percentages in our face to face classes, we find that our numbers are very similar to that of Foothill College's. That being said, we have noted a slight decrease in course success from 80% in 2011-2012 to 74% in 2012-2013. We believe this may be in part to department discussions around holding students accountable to college-level work.

Reviewing our course success percentages in our online classes, we find that our numbers are very similar to that of Foothill College's. That being said, we have noted a slight decrease in course success from 66% in 2011-

2012 to 63% in 2012-2013. We believe this may be in part to department discussions around holding students accountable to college-level work.

**b. Institutional Standard for Retention: 50%**
Please comment on the course retention data for your program, including any differences in retention rates by student demographics as well as efforts to address these differences, should they exist.

> Reviewing our course retention percentages, we find that our numbers are very similar to that of Foothill College's. These numbers are also very similar to the numbers from 2011-2012. As a department we want to support students and will continue our conversations around how to do so, so that they are more likely to complete courses.

**c. Institutional Standard for Degree Completion Number: 450**
Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

> In 2010-2011 we awarded 14 Associate of Arts degrees, this number decreased in 2011-2012 to 8 degrees awarded and in 2012-2013 again we awarded 14 degrees. We are satisfied with the increase in degrees awarded and plan to continue our efforts in advising students and leading them toward degree completion.

**d. Institutional Standard for Certificate Completion Number (Transcriptable): 325**
Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

> We have noticed a decline in transcriptable certificates awarded, but believe this could be because students are aiming for A.A. degrees instead. We encourage students to apply for certificates along with applying for their AA degree. The increased emphasis on earning certificates at orientations, in student advising and in discussions with students should increase the number of certificates awarded. We know that students are working toward them, know how to apply for them and believe this will show in the future data.

**e. Institutional Standard for Transfer to four-year colleges/universities: 775**
Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

> Only 1 CHLD student transferred from Foothill in 2012-2013. We believe this number is low in part, because 28% of our students already hold a Bachelor's degree or higher in another field. It is also fairly easy to get a job in the field without a Bachelor's degree. While desired, employment in the field does not currently require a BA in non-federal or state funded early care and education programs.

| Section 3:Core Mission and Support |
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**Please address all prompts that apply to your program.**

**Basic Skills Programs**(English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php

a. **Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

 N/A

b. **Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?**
 **Transfer Programs**: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php

 N/A

c. **Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.**
 N/A
d. **Please analyze and discuss Articulation data regarding this program.**
 N/A

**Workforce Programs**: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php

e. **Discuss how this program continues to meet a documented labor market demand?**

 According to the Child Development Program Report for Greater South Bay and Peninsula Region preschool teacher and child care worker jobs are up 8.3% in Santa Clara and San Mateo counties, compared to 6.4% nationally. It is our goal to help students obtain permits and take the classes necessary for employment. We encourage our students to obtain certificates and degrees as well as we know the demand for them in the field is growing.

f. **Analyze your program in relation to other programs in our region**, **defined as San Mateo and Santa Clara counties.**

 In relation to other programs, we are small but VERY effective. We strive to provide our students with resources such as permit advising, access to familiar college counselors, department orientations, and access to faculty career path advising. We believe that our smaller department benefits the students by providing them with a more personal experience and an ability to respond faster. Our faculty, both full time and part time, are friendly, engaging and passionate about the content we present. We've experienced a number of students joining us from other colleges due to the personal attention they receive with us.

**g. Discuss any job placement and/or salary data available for your students after graduation.**

According to the Child Development Program Report for Greater South Bay and Peninsula Region, the largest number of jobs for people trained in child development is Child Day Care Services (64.1%), followed by private households (28.8%), Fitness and Recreational Sports Centers (6.6%), and finally Elementary and Secondary Schools (6%). Statistics taken from the report highlight that there are currently 14,139 jobs in Santa Clara and San Mateo counties, with an anticipated growth of 1,000+ more jobs by 2016.

**h. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.**

Our field is historically under-paid and unappreciated unfortunately. There have been efforts to increase the pay of early childhood professionals with small strides in recent years. According to the Child Development Program Report for Greater South Bay and Peninsula Region, the average pay per hour is $14.84 in Santa Clara and San Mateo counties compared to a national average of $10.43.

According to an article by the National Association for the Education of Young Children (NAEYC; Snow, Kyle. "Who is the Early Child Care and Education Workshop" 11/13/13), 39% of preschool teachers hold at least a Bachelor's degree. Those with a B.A. on average make ~$4.00 more an hour than those without nationally. Compared with other occupations that require a B.A., preschool teachers make substantially less ($27/hour vs. $14.70).

**i. Program accreditation:** If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

As the program and full-time faculty number grows, we hope to consider obtaining program accreditation with NAEYC (National Association for the Education of Young Children).

**j. Service to the community:** Please describe community service, outreach and special projects or initiatives that the program provides.

The Child Development department is in touch with the community in a number of ways. The Child Development Advisory board brings in professionals from the field, typically administrators, to discuss issues in the field and help brainstorm how the department could help resolve those issues through education. We ask these administrators how might we as a faculty better prepare our students to work in the field. Additionally, our connection with Map Your Future's Academies has increased our relationship with the Central County Occupational Center and the Family Engagement Institute's *Stretch to Kindergarten* communities. This puts Foothill College's name out there as a resource for prospective students.

**k. Outcomes assessments:** If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

N/A

**l.  Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

The Child Development Advisory board brings in professionals from the field, typically administrators, to discuss issues in the field and help brainstorm how the department could help resolve those issues through education. We ask these administrators how might we as a faculty better prepare our students to work in the field.

Faculty has discussed developing a new course about parent teacher partnerships as a result of Advisory Board insights.  We have re-assessed the importance of student writing skills as well as the content of student work based on comments form the Advisory Board.

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### Section 4: Learning Outcomes Assessment Summary

**a.  Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

**b.  Attach 2012-2013 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.

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### Section 5: SLO Assessment and Reflection

**Based on your assessment data and reflections, please respond to the following prompts:**

**a.  What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

All instructors reflected that the identified targets have been met, so no changes were made.

**b.  How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

Our course level SLOs directly support our program level SLOs. Both our SLOs and Pl-SLOs are designed to prepare our students for entry into early education and for continued professional development in field. 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 guide our students to career opportunities and transfer options.

**c.  How has assessment of program-level student learning outcomes led to certificate/degree program improvements?   Have you made any changes to your program based on the findings?**

After reviewing our assessment of our second program-level SLO's the decision was made to add CHLD 86A Mentoring the Early Childhood Professional to the core courses.

PL-SLO #2 Students who successfully complete a certificate or degree in Child Development will

be demonstrate ethical standards and professional behaviors that deepen knowledge and commitment to the field of early care and education as related to NAEYC Code of Ethical Conduct.

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

None to report

e. **What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

Faculty discusses courses collegially and in focused topic discussions during faculty department meetings.

f. **Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.**

As a department we have discussed at length the criteria for assessing the Child Development student's written work. Our discussions have addressed the need to consider grading assignments for writing skills as well as grading the student's work for content.

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

For program level SLO #1, we found in the Spring 71% of students rated their understanding as a 1 or 2 (out of 5), compared to only 43% in the Fall quarter. This shows a growth in the understanding of concepts by 28%. All students rated their understanding as a 1, 2, or 3.

For program level SLO #2, we found in the Spring 57% of students rated their understanding as a 1 or 2 (out of 5), compared to only 40% in the Fall quarter. This shows a growth in the understanding of concepts by 17%. All students rated their understanding as a 1, 2, or 3.

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

| Action Step | Related SLO assessment (Note applicable data) | Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources) | How will this action improve student learning/success? |
|---|---|---|---|
| **1 Write SLOs for new courses, 54A, 54B, 54C, and 54D** | N/A | Objective 3 | Will inform the student of learning outcomes of the course(s) |
| **2** | | | |
| **3** | | | |

| Section 6:  Program Goals and Rationale |
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Program goals address broad issues and concerns that incorporate <u>some sort of measurable action</u> and connect to Foothill's core missions, **Educational & Strategic Master Plan (ESMP)**, the division plan, and SLOs.  Goals/Outcomes are not resource requests.

**List Previous Program Goals/Outcomes from last academic year:** check the appropriate status box & provide explanation in the comment box.

| Goal/Outcome (This is NOT a resource request) | Completed? (Y/N) | In Progress? (Y/N) | Comment on Status |
|---|---|---|---|
| **1. Additional CHLD Faculty to total 3 FT faculty (10 PT faculty)** | No | No | We currently have 2 full-time faculty and 19 part-time faculties. 3$^{rd}$ Full-time faculty member still needed. |
| **2.** Funds to provide materials and equipment for curriculum development student training | Yes, funds ($2,000) provided by the Perkins Fund. | No, transfer of funds complete. | We will request materials and supply funds from Perkins Fund for 13-14. |
| | | | |

**New Goals**: Goals can be multi-year (in Section 7 you will detail resources needed)

| Goal/Outcome (This is NOT a resource request) | Timeline (long/short-term) | How will this goal improve student success or respond to other key college initiatives? | How will progress toward this goal be measured? |
|---|---|---|---|
| **1. Increase WSCH** | Long-term | More students will have access to our courses/content | Increases in WSCH |
| | | | |

| Section 7: Program Resources and Support |
|---|

Using the tables below, summarize your program's <u>unfunded</u> 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 6 and how this resource request supports this goal. | Was position previously approved in last 3 years? (y/n) |
|---|---|---|---|
| **Child Development** | ~ $52,640-$86,454 | **1 Additional CHLD Faculty to total 3 FT faculty (19 PT** | **No** |

| instructor | faculty) | |
|---|---|---|
| | | |
| | | |

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

| Has the program received college funding for reassign time in the last three years? (y/n) | If yes, indicate percent of time. |
|---|---|
| Has the program used division or department B-budget to fund reassign time? (y/n)  No | |

Indicate duties covered by requested reassign time:

| Responsibility | Estimated $ | Related Goal from Table in section 6 and how this resource request supports this goal. | Est hours per month | % Time |
|---|---|---|---|---|
| None | | | | |

## One Time B Budget Augmentation

| Description | $ Amount | Related Goal from Table in section 6 and how this resource request supports this goal. | Previously funded in last 3 years? (y/n) |
|---|---|---|---|
| None | | | |
| | | | |
| | | | |

## Ongoing B Budget Augmentation

| Description | $ Amount | Related Goal from Table in section 6 and how this resource request supports this goal. | Previously funded in last 3 years? (y/n) |
|---|---|---|---|
| None | | | |
| | | | |
| | | | |

## Facilities and Equipment

| Facilities/Equipment Description | $ Amount | Related Goal from Table in section 6 and how this resource request supports this goal. | Previously funded in last 3 years? (y/n) |
|---|---|---|---|
| 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 | Student Success | Yes, by Perkins Fund. |

| | has increased. | | |
|---|---|---|---|
| | | | |
| | | | |

**a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.**

We did not hire a 3$^{rd}$ Full-time Faculty member and because of that needed to hire 12 additional PT faculty, totaling 19 part-time, to help meet staffing needs.

We received funds from the Perkins Fund and were able to meet the materials and supply needs of the department and students because of this.

## Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

| Recommendation | Comments |
|---|---|
| 1. Additional part-time faculty should be hired | We hired 12 new PT faculty to meet the needs of the department |
| 2. Non-transcriptable certificates need to be evaluated | We continue to evaluate all certificates and will need to reassess them once our curriculum alignment process is complete. |
| | |

**a. After reviewing the data, what would you like to highlight about your program?**

With the addition of a second full-time faculty, program responsibilities are being met in a more timely and complete way. We are now fully aligned with CAP, have made changes to our curriculum to meet C-ID approval and are moving forward with our AD-T.

We continue to grow our Academy programs, have added additional online sections and schedule other non-traditional fast-track courses to meet student needs. We continue to hold CHLD orientations quarterly, have an Advisory Meeting at least once a year, and hold regular department meetings quarterly to collaborate. These measures, as well as many guest speakers who present in our classes, increase our involvement in the community.

We've hired 12 new PT faculty since January of 2013, bringing our total faculty to 21 members. We have built a strong and cohesive department, but feel that a 3$^{rd}$ full time faculty would only help strengthen it as well as spread the responsibilities of the department to a more equitable level.

| Section 9: Feedback and Follow Up |
| --- |

**This section is for the Dean to provide feedback.**

The Child Development Program at Foothill College is a vibrant and healthy academic and workforce discipline at Foothill College and is continuing to evolve and grow to meet the needs of students and the community. The program offers high-quality training to meet the strong demand for qualified and talented child care providers in the By Area. The program serves two primary populations, working adults seeking workforce training and transfer focused students seeking child development courses as part of a transfer package. Because 28 % of the workforce-focused population already has a bachelor's or higher degree, this population is not incentivized to receive a degree or certificate. The program has put strong focus on updating its degrees and curriculum and course and program SLOs reflect the needs of the profession. Program data reflect stable enrollment. A planned emphasis on growth during 12-13, coupled with flat enrollment, lowered productivity. Due to growth in Summer and Fall Academy offerings, productivity is improving in 13-14. Degree completion within the program is stable within its AA degree population.

    a. **Strengths and successes of the program as evidenced by the data and analysis:**

    b. **Areas of concern, if any:**

No serious areas of concern. Degree completion in career workforce certificates is an area that can be improved. More focus is needed to understand the needs of students within the program who may not think a certificate is needed.

    c. **Recommendations for improvement:**

In the coming year the ADT for Child Development will be finalized which could help in more transfer focused students obtaining degrees in this field. More work is needed to understand the needs of potential degree seeking students, to find out how we can encourage them to complete their certificates.

**This section is for the Vice President/President to provide feedback.**

**d. Strengths and successes of the program as evidenced by the data and analysis:**

The department has highly dedicated and talented faculty who are very committed to the profession and to our students. The efforts in curriculum and SLO assessments and revisions are commendable. The new ADT should increase degree completion and enrollment.

**e. Areas of concern, if any:**

The decline in productivity and enrollment are troubling.

**f. Recommendations for improvement:**

The faculty indicate that there is interest in "fast track" classes and other creative scheduling. This should be explored as a means of increasing enrollment and productivity.

**g. Recommended Next steps:**
__X_ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

*Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.*

# Unit Course Assessment Report - Four Column

## Foothill College
## Department - Child Development (CHLD)

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

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| 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.<br><br>   (Created By Department - Child Development (CHLD))<br>**Assessment Cycles:**<br>End of Quarter<br>**Start Date:**<br>09/30/2012<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Exam essay question-Rubric will be used<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| 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.<br>   (Created By Department - Child Development (CHLD))<br>**Assessment Cycles:**<br>End of Quarter<br>**Start Date:**<br>09/30/2012<br>**Course-Level SLO Status:** | **Assessment Method:**<br>In-class<br>**Assessment Method Type:**<br>Discussion/Participation | 04/15/2013 - Students were able to demonstrate understanding of the major influences in both class discussion (photo available) and on the midterm exam.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br> **GE/IL-SLO Reflection:**<br> Students were able to successfully demonstrate their understanding of these concepts. | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Active | **Assessment Method:**<br>Group project presentation assignment<br>**Assessment Method Type:**<br>Presentation/Performance | | |
| Department - Child Development (CHLD) - CHLD 1 - CHILD DEVELOPMENT: PRENATAL TO EARLY CHILDHOOD - SLO 3- 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))<br><br>**Assessment Cycles:**<br>End of Quarter<br>**Start Date:**<br>04/01/2013<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Observation assignment write-up<br>**Assessment Method Type:**<br>Observation/Critique | | |
| Department - Child Development (CHLD) - CHLD 2 - CHILD DEVELOPMENT: MIDDLE CHILDHOOD TO ADOLESCENCE - SLO 1- Behaviors and Characteristics - Identify the behaviors and characteristics of children in middle childhood through adolescence.<br><br>   (Created By Department - Child Development (CHLD))<br>**Start Date:**<br>09/30/2012<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Exam essay question.  Rubric will be used<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br>**Resource Request:**<br>more videos could be purchased or accesed from the library as the video is a clear teaching tool for observing and talking about typical development. | |
| Department - Child Development (CHLD) - CHLD 2 - CHILD DEVELOPMENT: MIDDLE | **Assessment Method:**<br>Essay as part of an exam | 03/31/2013 - Most of the discussion on this topic occurred in the beginning of the term.  On the first, | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| CHILDHOOD TO ADOLESCENCE - SLO 2-Milestones - Identify and describe major developmental milestones of middle childhood development and adolescence. (Created By Department - Child Development (CHLD))<br>**Start Date:**<br>09/30/2012<br>**Course-Level SLO Status:**<br>Active | **Assessment Method Type:**<br>Essay/Journal | in-class essay, 7/9 scored the 3 -4 of the points needed (two students scored a 2).  By the third essay (on the first test) 8/10 received a 3-5 (with 4 students scoring an excellent 5; none had a 5 on the first essay) One student scored a 2 and one scored 1.   On the final 8/10 received scores of 3-5.  However, only 1 scored a 5, with most scoring 3's.  As before one student scored a 2, and one student scored a 1.  One student improved from a 2 to a 5 by the end of the course.  However, most students peaked on the third essay, and one student's score decreased, and another remained low (2).  On the whole, most of the class (80%) met the objective.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| Department - Child Development (CHLD) - CHLD 2 - CHILD DEVELOPMENT: MIDDLE CHILDHOOD TO ADOLESCENCE - SLO 3-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))<br>**Assessment Cycles:**<br>End of Academic Year<br>**Start Date:**<br>04/01/2013<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>1. Pre test of SLO: In class writing self reflection on understanding of theories students know about child development and their implications on current practices observed in early child hood field.<br>2. Post test of SLO:<br>(i) In class writing  of self reflection on theories learned and their importance in the field of child development with special reference to Middle Childhood and Adolescence development.<br><br>**Assessment Method Type:**<br>Pre/Post Test | | |
| Department - Child Development (CHLD) - CHLD 50 - SCHOOL-AGE CHILD (5-12): BEHAVIOR & DEVELOPMENT - SLO 1 - | **Assessment Method:**<br>We did a classroom small group activity in which they brainstormed activities, I | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| 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))<br><br>**Course-Level SLO Status:**<br>Active | 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<br><br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | 03/31/2013 - 1. Students learned to recognize interactions adults (themselves) can have with infants & toddlers that support the child's development.<br>2. Students thinking changed as far as expecting objects to 'teach' rather than the significance of interpersonal relationships and experiences.<br>3. Students were better able to articulate their new knowledge and recognize it as a form of possible advocacy for children and families.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | 03/31/2013 - The organization of materials supported student learning by using the same "ages of infancy" in the book as in the PITC video and in class assignments and test.<br><br>Written work given as a take home writing format resulted in responses from students that were more thoughtful and complete than previous in-class writing has produced.<br><br>Students are able to integrate their own personal experience and perspective into their learning which makes content more meaningful to their individual experience.<br><br>Asking students open ended questions with specific content to include was an effective way to measure their ability to demonstrate their learning and ability to make connections within presented material.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| Department - Child Development (CHLD) - CHLD 51A - AFFIRMING DIVERSITY IN EDUCATION - Student Learning Outcome #1 - - Identify the goals of multicultural education and ways they can be incorporated in the classroom. (Created By Department - Child Development (CHLD))<br>**Assessment Cycles:**<br>End of Quarter<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Exam<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | 04/15/2013 - Students were asked to identify the goals of multicultural education and ways to meet the goals in the early childhood classroom in both class discussion and on the final exam.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br>**GE/IL-SLO Reflection:**<br>Students were able to identify and give examples of how the goals will be met in the early childhood classroom. | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | | |
| Department - Child Development (CHLD) - CHLD 51A - AFFIRMING DIVERSITY IN EDUCATION - Student Learning Outcome #2 - - Analyze the multifaceted nature of diversity and how stereotypes can influence development. (Created By Department - Child Development (CHLD))<br>**Assessment Cycles:**<br>End of Quarter<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>In-Class<br>**Assessment Method Type:**<br>Discussion/Participation | 04/15/2013 - Students participated in several in-class discussions that covered the areas of diversity and stereotypes.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br>**GE/IL-SLO Reflection:**<br>Students were able to express understanding of diversity and stereotypes and how they influence children and ourselves. | |
| | **Assessment Method:**<br>Group midterm essay question<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | | |
| | | | |
| Department - Child Development (CHLD) - CHLD 51A - AFFIRMING DIVERSITY IN EDUCATION - Student Learning Outcome #3 - Assess children's development of understanding of diversity and the meaning of multicultural education. (Created By Department - Child Development (CHLD))<br>**Assessment Cycles:**<br>End of Quarter<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Group midterm essay question<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | | |
| 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 | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Department - Child Development (CHLD)) **Course-Level SLO Status:** Active | | | |
| 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)) **Course-Level SLO Status:** Active | **Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test | | |
| 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)) **Course-Level SLO Status:** Active | **Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test | 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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 | |
| | **Assessment Method:** Test- essay question **Assessment Method Type:** Essay/Journal | | |
| 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 | **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 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| age norms across developmental domains. (Created By Department - Child Development (CHLD))<br><br>**Course-Level SLO Status:**<br>Active | | **Year This Assessment Occurred:**<br>2012-2013 | |
| | **Assessment Method:**<br>Test- essay question<br>**Assessment Method Type:**<br>Essay/Journal | | |
| Department - Child Development (CHLD) - CHLD 53NP - DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS - SLO 3 - Community Support Services - Research services and agencies within the community to assist families in obtaining referrals and accessing services for their children. (Created By Department - Child Development (CHLD))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | 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.<br>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.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Create and present a documentation panel. Rubric will be used<br>**Assessment Method Type:**<br>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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Assemble a portfolio including a narrative statement to demonstrate this process - Rubric will be used<br>**Assessment Method Type:**<br>Class/Lab Project | 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | 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.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| Department - Child Development (CHLD) - CHLD 56N - PRINCIPLES & PRACTICES OF TEACHING YOUNG CHILDREN - SLO 2 - Teacher's Role - Evaluate the teacher's role in providing best practices in early childhood programs. (Created By | **Assessment Method:**<br>Embedded exam question<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | 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.<br>**Result:** | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Department - Child Development (CHLD))<br><br>**Course-Level SLO Status:**<br>Active | | Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | 07/02/2013 - The course is well organized with SLO and course requirements.  Students are interested in the course activities and they found it very interesting to learn more about children's behavior through observations. Their reflections were emphasizing the fact that we learn more about children's behavior by observing them in their natural condition.<br><br>After listening their reflections and experiences in each lecture I helped them to be more focused on recording behaviors of children. It helped them to understand Educators role in meeting the developmental needs and requirements of children in a school-age care program.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Program Design Project<br>**Assessment Method Type:**<br>Class/Lab Project | 07/02/2013 - The course is well organized with SLO and course requirements.  Students are interested in the course activities and the course is very helpful for students who are planning to work as School-Age Program Teachers.  The course covers Developmentally Appropriate Practice (DAO), Planning High Quality School Age Program and School-Age Care Environmental Rating Scale (SACERS). I found students were very engaged in the class activities and satisfied with the course. I have learned lot while applying different teaching-learning strategies for meeting their needs and learning requirements.<br>**Result:** | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Essay/Journal | | |
| | **Assessment Method:**<br>One of the assignments was an observation of a group of children participating in an open-ended project that encouraged creativity and then 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.   I also had the students experience the difference of presenting the same activity in two different ways during class.<br>**Assessment Method Type:**<br>Essay/Journal | 06/30/2013 - 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 conversation during the projects, the demand of assistance from the adults, and the body language of the children being observed.<br>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.<br><br>**Result:**<br>Target Met | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | **Year This Assessment Occurred:**<br>2012-2013 | |
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| 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 performing arts. (Created By Department - Child Development (CHLD))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | 06/30/2013 - The most important findings from my data:<br>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. 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.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
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| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>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.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Creation of a wall mural which illustrated good child development administration practice and understanding of the concept. Each group presented to the class.<br>**Assessment Method Type:**<br>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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>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).<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test<br><br>**Assessment Method:**<br>Students engaged actively with open-ended art materials in an art media exploration devised by the Instructor. Art material | 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).<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | exploration stations included tempera paints, glueing collages, clay explorations and playdough. Then, each student submitted a self-reflection essay regarding the explorations<br><br>**Assessment Method Type:**<br>Essay/Journal | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Students signed up in teams to demonstrate an appropriate creative arts activity. Each student wrote a self evaluation after leading the demonstration as a team.<br><br>**Assessment Method Type:**<br>Presentation/Performance | | |
| Department - Child Development (CHLD) - CHLD 72 - LANGUAGE DEVELOPMENT - SLO 1 - Language - Identify the stages of language acquisition and development. (Created By Department - Child Development (CHLD))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | | |
| | **Assessment Method:**<br>Question(s) on text<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | 07/02/2013 - In the pre-test, 6/16 or 38% could identify the language stage described.  In the post test 15/15 or 100% answered correctly .<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| 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))<br><br>**Course-Level SLO Status:** | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | | |
| | **Assessment Method:**<br>Question(s) on test<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | 07/02/2013 - In the pre-test the average score was 3.33.  2 students scored a 1; 2 students scored a 2; 2 students scored 2.5; 1 student scored a 3;  1 student scored 3.5; 2 students scored a 4, 1 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Active | | student scored a 4.5 and 4 students scored a 5. In the post-test, the average score was 4.2.  1 student scored a 1, 2 students scored a 4 or 4/5; and 10 students scored a 5.  1 student did not attempt the question.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
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| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Review research and present findings ?<br>Rubric will be used<br>**Assessment Method Type:**<br>Research Paper | | |
| | **Assessment Method:**<br>Class discussion will be used to assess<br>**Assessment Method Type:**<br>Discussion/Participation | 07/02/2013 - From the information submitted and shared by the students, I found that they had assimilated many of the ideas presented in class. They were applying their knowledge to the classroom setting in a variety of creative and innovative ways.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
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| Department - Child Development (CHLD) - CHLD 73 - MUSIC & MOVEMENT IN THE EARLY YEARS - SLO 2 - Music Plan - Design a music plan to enhance various areas of development. (Created By Department - Child Development (CHLD))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Prepare music plans to enhance physical and cognitive development in both the classroom and on the playground ? Rubric will be used<br>**Assessment Method Type:**<br>Class/Lab Project | | |
| | **Assessment Method:**<br>Group project<br>**Assessment Method Type:**<br>Class/Lab Project | 07/02/2013 - Two projects were used to assess students' understanding. Students created comprehensive posters that demonstrated an understanding of the assignments given. Ages and stages were considered and appropriately planned | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | for in all activities.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | 07/02/2013 - 14% of students answered correctly on the pretest; 62% correct on post-test.<br>3 people wrote individual lesson plans that received a C because they did not have appropriate science concepts or their focus was not science. These same people did poorly evaluating the project they presented. 18 people received A's on their individual lesson plans and 4-6 points (scale of 6) on their evaluations. Therefore, 86% were very successful in planning, facilitating and evaluating science curriculum.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | **Assessment Method:**<br>The students will plan, facilitate and evaluate a science and nature curriculum activity for the rest of the class to actively experience. | | |
| Department - Child Development (CHLD) - CHLD 74 - SCIENCE & NATURE - SLO 2 - Curriculum Planning - Demonstrate an understanding of the importance of science and nature when planning curriculum in an early childhood program. (Created By Department - Child Development (CHLD))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | 07/02/2013 - The average pre-test scores was 1.8; the post-test average was 4.4. 3/14 (21%) passed on the pre-test (7 people were late and did not complete the pre-test). 14/19 (74%) passed on the post-test. The lowest score on the pre-test was 0. The lowest score on the post-test was 2. On the pre-test, most people scored 1, 2, or 3. On the post-test, most scored 4, 5 or 6.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:** | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | 2012-2013 | |
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| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Essay/Journal | 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | **Assessment Method:**<br>Test question responses showed knowledge<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | | |
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| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | **Assessment Method:**<br>Students were assigned an out of class homework assignment requiring written reflection on concepts of culture and diversity; and essay on cultural observation<br>**Assessment Method Type:**<br>Essay/Journal | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Students were assigned an out of class homework assignment requiring written reflection on the concepts of supporting infant/toddler development across developmental stages.<br>**Assessment Method Type:**<br>Essay/Journal | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | 04/15/2013 - During the first class meeting all of students write about which type of children's books they would recommend for re-enactment. During the last class meeting I have the students revisit the question and then I compare their two reflections.<br>I read their writings from the first and last class and look for the characteristics they recommend that would make a book successful for young children to re-enact.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br>**GE/IL-SLO Reflection:**<br>The statements from the first class writings included examples such as a story with a simple story line, rhyming, or wordless books. The end writings from the last class meeting recommended books that included | |

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| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | sound effects, repetition, action, a lesson learned.  The students also included recommendations such as introduce the story re-enactment with simple things like nursery rhymes and familiar finger play songs.  The students understood that as a teacher introduce simple re-enactment first and then build upon the children's experiences.  The students also included 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. I do not feel like I need to make any changes to this course since the students mastered the Student Learning Outcome and left the course with the knowledge of how to choose a book that would be most successful for story re-enactment. | |
| Department - Child Development (CHLD) - CHLD 82 - PLANNING CREATIVE DRAMATICS - SLO 2 - Props for Storytelling - Demonstrate the use of various props that can be used to tell or re-enact a story. (Created By Department - Child Development (CHLD))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | | |
| | **Assessment Method:**<br>In-class<br>**Assessment Method Type:**<br>Presentation/Performance | 04/15/2013 - The assignment was to choose a book or song to re-enact with the use of props to present to the whole class. I observed each student's presentation and took notes about the type of book or song that they chose and the types of the props they used to re-enact the story or song.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br>**GE/IL-SLO Reflection:**<br>I observed the student's mastery of the use various types of props to tell or re-enact through their presentation.  They used a | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | variety of props from handmade construction paper props to props gathered from their homes or schools.  Some of the students re-enacted the story themselves and some included fellow students to participate. I do not feel like I need to make any changes to this course since the students mastered the Student Learning Outcome. | |
| Department - Child Development (CHLD) - CHLD 82 - PLANNING CREATIVE DRAMATICS - SLO 3 - Curriculum Planning - Develop a curriculum plan promoting large motor, small motor, social-emotional and language development through dramatics. (Created By Department - Child Development (CHLD))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>At the beginning of class, students were asked to briefly describe, in writing, activities that used dramatics to promote large motor, small motor, language and social/emotional activities for the topic of Outer Space.  On the last (second) day of the class, students, in groups of 3, made curriculum webs which used dramatics to promote large motor, small motor, language and social/emotional activities for the topic of their choice.<br>**Assessment Method Type:**<br>Class/Lab Project | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Essay to be included in their mentor portfolio<br>**Assessment Method Type:**<br>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 source of reference in working with the mentee'.<br>**Result:**<br>Target Met | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | **Year This Assessment Occurred:** 2012-2013 | |
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| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Case Study/Analysis | 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | **Assessment Method:**<br>I observed each group discussion. I assessed their understanding by asking questions to clarify their work. Students presented their plan of action to the class. There was lively discussion with clarifying questions from other student groups.<br>**Assessment Method Type:**<br>Class/Lab Project | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Curriculum Plan activity<br>**Assessment Method Type:**<br>Class/Lab Project | 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 conversation during the projects, the demand of | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | assistance from the adults, and the body language of the children being observed.<br>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.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | | 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.<br>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.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | 01/24/2013 - re-evaluate the activity form so it can be used easily with various program's philosophies. |
| 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)) | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | 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 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| **Course-Level SLO Status:**<br>Active | | the value of having the time and freedom to explore with the materials which allowed for their own creative self to grow.<br>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.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | **Assessment Method:**<br>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 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.<br>**Assessment Method Type:**<br>Essay/Journal | 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 relationship that they build with each child through listening, observing, and treating each child as an individual.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Research local resources and present information ? Rubric will be used<br>**Assessment Method Type:**<br>Presentation/Performance<br>**Target for Success:**<br>80% of students in this class will demonstrate knowledge of a community resource. | 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) | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | **Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | | 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 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
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| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | | |
| | **Assessment Method:**<br>Question on exam<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | 03/31/2013 - Students have much personal experience with the topic of family, yet they need to learn various ways of looking at diverse families as well as the positive aspects of healthy stress which can be supportive of family functioning. This SLO offers both factual learning and personal reflection and the students were able to demonstrate.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | | | |
| 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 | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>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 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Department - Child Development (CHLD))<br><br>**Course-Level SLO Status:**<br>Active | | 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Student Survey<br>**Assessment Method Type:**<br>Survey | | |
| | **Assessment Method:**<br>Pre/Post Essay<br>**Assessment Method Type:**<br>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 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | 01/24/2013 - spend even more time with in-class discussion so students can hear about diversity within the class as a group. Or bring in guest speakers with diverse world views and life experience to expand that of the group, as necessary. |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Role play and demonstration ? Rubric will be used<br>**Assessment Method Type:**<br>Discussion/Participation | | |
| Department - Child Development (CHLD) - CHLD 89 - CURRICULUM FOR EARLY CARE & EDUCATION PROGRAMS - SLO 1 | **Assessment Method:**<br> Students worked in small groups to design their ideal environment and discuss what | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| - Interest Centers - Evaluate various areas of the classroom by analyzing what children learn in various interest centers. (Created By Department - Child Development (CHLD)) | children learned in various areas of the classroom.<br>**Assessment Method Type:**<br>Class/Lab Project | | |
| **Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Quiz<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | 03/31/2013 - Over all the outcomes were successful, yet as usual never enough time with the students.   Students viewed before and after environment changes – then reflected about how the changes would strengthen the learning environment for children.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | | | |
| 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)) | **Assessment Method:**<br>Students worked in dyads to develop a curriculum box that could be used in at least two different learning areas in the environment.<br>**Assessment Method Type:**<br>Presentation/Performance | | |
| **Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Group project done in class<br>**Assessment Method Type:**<br>Class/Lab Project | 03/31/2013 - Over all the outcomes were successful, yet as usual never enough time with the students.<br>Students thought that designing curriculum meant pulling activities from a curriculum book first, rather than  first observing children to learn of their interest.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | | | |
| Department - Child Development (CHLD) - CHLD 90B - ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART I - SLO 1 - Director as Administrator - Identify the roles and | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | 01/25/2013 -  Results from pre and post tests were nearly identical.<br>I believe the several methods used to teach the concept were varied and adequate. The essence | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| responsibilities of the director as administrator of an early care and education program. (Created By Department - Child Development (CHLD))<br><br>**Course-Level SLO Status:**<br>Active | | of the question was discussed various times throughout the course, discussed by the guest director panel.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
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| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Two assignments developing a personal professional philosophy and a group project to develop a program philosophy for an early care and education program.<br>**Assessment Method Type:**<br>Essay/Journal | 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| Department - Child Development (CHLD) - CHLD 90C - ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART 2 - SLO 1 - Marketing Materials - Analyze the effectiveness of various marketing materials summarizing information about early care and education programs. (Created By Department - Child Development (CHLD))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | | |
| | **Assessment Method:**<br>Small group research project and 25 minute presentation.<br>Self evaluation and rubric will be used.<br><br>**Assessment Method Type:**<br>Presentation/Performance | 03/31/2013 - This is the 3rd time I have assigned this project.    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 analyzed the effectiveness of marketing approaches which were presented to those used by the program their own group had researched. Discussion after the presentations was valuable. Students enjoyed the project, grades were high, and each stated they learned useful information that they would use in the future.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:** | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | 2012-2013 | |
| | | | |
| Department - Child Development (CHLD) - CHLD 90C - ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART 2 - SLO 4- Operations - Research and analyze typical operations in an early care and education program such as a parent tour, a parent conference, developing a staff handbook, staff orientation, parent education, developing health and safety standards (Created By Department - Child Development (CHLD))<br>**Assessment Cycles:**<br>End of Quarter<br>**Start Date:**<br>01/17/2013<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Small group research project and 25 minute presentation.<br>Self evaluation and rubric will be used.<br><br>**Assessment Method Type:**<br>Class/Lab Project | 03/31/2013 - I was really pleased the quality of the research and presentations developed by the students.  The class received in depth information about the subject that previously has not been addressed in this course<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | 07/08/2013 - The number of correct answers increased in the post-test but only slightly.  Case discussions in class indicated that students do understand the concepts. I will reconsider the use of this particular question to assess the SLO as it does not appear to clearly indicate results of student learning.  I believe the question was poorly worded.<br><br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | | | |
| Department - Child Development (CHLD) - CHLD 91 - ADMINISTRATION & SUPERVISION: ADULT SUPERVISION & LEADERSHIP - SLO 3 - Leadership Styles | **Assessment Method:**<br>Leadership styles assessment tool<br>**Assessment Method Type:**<br>Class/Lab Project | 07/08/2013 - According to the summary reaction paper at the completion of the assignment, students found value in using the leadership assessment in conjunction with reading the text | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| and Development - Identify leadership styles and assess one's own leadership development. (Created By Department - Child Development (CHLD))<br><br>**Course-Level SLO Status:**<br>Active | | and participating in workshop activities in class based on the text.  Students compared their own strengths and leadership skills to other leaders/managers they have worked with.  They choose world leaders they admired and discussed leadership traits they wished to develop as leaders in early childhood education. Students determined opportunities for personal growth.  Assignment was valuable and a good culmination to the course content.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>In class presentation<br>**Assessment Method Type:**<br>Presentation/Performance | 04/15/2013 - Observation at a school of choice. Complete checklist of safety requirements for the site based on title 22. Students reviewed a checklist and completed a reflection write up.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br> **GE/IL-SLO Reflection:**<br> Students were able to identify safety standards present and not present and explain why each was important to be in place. No Changes will be made. | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre/Post Test<br>**Assessment Method Type:**<br>Pre/Post Test | | |
| | **Assessment Method:**<br>Assignment<br>**Assessment Method Type:**<br>Class/Lab Project | 04/15/2013 - In class lecture/video/small group work researching "kid friendly" nutritious foods. Students developed a weekly snack calendar based on the Food Plate. Each snack needed to contain foods from at least two food groups. Students presented their menus to the class. | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | **Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br>**GE/IL-SLO Reflection:**<br>Students developed an understanding of the importance of well balanced nutrient dense foods for children. As well as strategies for implementing better practices. | |

# Unit Assessment Report - Four Column

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

| PL-SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Program (BSS-CHLD) - Child Development AA/CA - 1 - Students who successfully complete a certificate or degree in Child Development will demonstrate understanding of the needs and characteristics of children birth through middle childhood and the multiple influences on their development as related to the high quality care and education of young children.<br>**Year PL-SLO implemented:**<br>End of Academic Year<br>**Start Date:**<br>10/01/2011<br>**End Date:**<br>06/30/2014<br>**SLO Status:**<br>Active | **Assessment Method:**<br>In a Fall 2011 Focus group, 22 students were asked to rate on a scale of 1-5 (1 highest-5 lowest rating)<br>"As a beginning CHLD student, how well you feel you are able to demonstrate understanding of PLO 1?"<br><br>In a Spring 2012 Focus group, 22 students will be asked to rate on a scale of 1-5 (1 highest-5 lowest rating)<br>"As a CHLD student who has completed CORE and support classes, how well you feel you are able to demonstrate understanding of PLO 1?"<br><br>In Spring 2012 after the students rate the questions, discussion will follow.<br><br>**Assessment Method Type:**<br>Interviews/Focus Groups<br>**Target:**<br>80% of students in Spring 2012 focus group will have answered the questions with a 1 or 2 rating. | | |
| | **Assessment Method:**<br>In a Fall 2012 Focus group, 24 students were asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a beginning CHLD student, how well you feel you are able to demonstrate understanding of PLO 1?"<br>In a Spring 2013 Focus group, students will be asked to rate on a scale of 1-5 (1 highest -5 lowest rating) "As a CHLD student who has completed CORE and support classes, how well you feel you are able to | 10/10/2013 - In Fall 2012, 43% rated their understanding a 1 or 2.<br>In Spring 2013, 71% rated their understanding as a 1 or 2.<br>100% of students rated their understanding as a 1, 2 or 3.<br><br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |

| PL-SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | demonstrate understanding of PLO 1?" In Spring 2013 after the students rate the questions, discussion will follow.<br><br>**Assessment Method Type:**<br>Interviews/Focus Groups<br>**Target:**<br>Target: 80% of students in Spring 2013 focus group will have answered the questions with a 1 or 2 rating. | | |
| Program (BSS-CHLD) - Child Development AA/CA - 2 - Students who successfully complete a certificate or degree in Child Development will be demonstrate ethical standards and professional behaviors that deepen knowledge and commitment to the field of early care and education as related to NAEYC Code of Ethical Conduct.<br>**Year PL-SLO implemented:**<br>End of Academic Year<br>**Start Date:**<br>10/01/2011<br>**End Date:**<br>06/30/2014<br>**SLO Status:**<br>Active | **Assessment Method:**<br>In a Fall 2011 Focus group, 22 students were asked to rate on a scale of 1-5 (1 highest-5 lowest rating)<br>"As a beginning CHLD student, how well you feel you are able to demonstrate understanding of PLO 2?"<br><br>In a Spring 2012 Focus group, 22 students will be asked to rate on a scale of 1-5 (1 highest-5 lowest rating)<br>"As a beginning CHLD student who has completed CORE and support classes, how well  do you feel you are able to demonstrate understanding of PLO 2?"<br><br>In Spring 2012 after students have rated the question, discussion will follow.<br>**Assessment Method Type:**<br>Interviews/Focus Groups<br>**Target:**<br>In Spring 2012, 80% of students will rate the question a 1 or 2 . | | |
| | **Assessment Method:**<br>In a Fall 2012 Focus group, 24 students were asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a beginning CHLD student, how well you feel you are able to demonstrate understanding of PLO | 10/10/2013 - In Fall 2012 40% of students rated their understanding as 1 or 2.<br>In Spring 2013 57% of students rated their understanding as 1 or 2.<br>100% of students rated their understanding as a 1, 2 or 3. | |

| PL-SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | 2?"<br>In a Spring 2013 Focus group, students will be asked to rate on a scale of 1-5 (1 highest -5 lowest rating) "As a beginning CHLD student who has completed CORE and support classes, how well do you feel you are able to demonstrate understanding of PLO 2?" In Spring 2013 after students have rated the question, discussion will follow.<br><br>**Assessment Method Type:**<br>Interviews/Focus Groups<br>**Target:**<br>80% of students in Spring 2013 focus group will have answered the questions with a 1 or 2 rating. | **Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |