Basic Program Information

Department Name:

Child Development

Division Name:

Business and Social Sciences

Program Mission(s):

The Child Development Program is both an academic and vocational training program, which prepares students for future work as early childhood educators in diverse early childhood settings. Our program is designed to encourage students to obtain an Associates Degree, an Associates Degree of Transfer, program certificates, California Child Development Permits, and/or transfer to 4-year universities.

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.

We believe that children learn best within the context of play and recognize the importance of the family to the child. Our aspiration is to develop educators who create environments that encourage exploration and hands-on play, provide supportive relationships, and recognize and meet the needs of each child.

Our well–rounded curriculum leads to educated individuals who are responsible lifelong learners and who take an active interest in the world around them.

We meet the individual needs of our students through a variety of teaching methods including traditional face-to- face, distance, weekend, and "fast-track" classes. We believe that certain courses are best taught only face to face in order to maintain the integrity of the curriculum, provide opportunities to relate and communicate with others in person and provide the hands-on learning for which we advocate.

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

Please include the following information about your program:

Total number of Full Time Faculty:	2
Total number of Part Time Faculty:	16
Total number of Classified Professionals:	0

Please list all existing Classified positions:
N/A

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**		

*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

Please complete the appropriate data elements.

A) Instructional Program Data:
Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php
You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Certificate and Degree Programs	2011-2012	2012-2013	2013-2014	% Change
Child Development Associate of Arts Degree	8	14	**14**	**0%**
Certificate of Achievement in Program Supervision and Mentoring	1	0	**0**	**0%**
Certificate of Achievement: Child Development Teacher	3	1	**1**	**0%**

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	1866	1875	2224	18.6%
Productivity (College Goal 2014-15: 535)	435	374	363	-3.0%

B) Student Services Programs Data

Please enter the number of students served over the last 3 years.

	2011-2012	2012-2013	2013-2014	% Change
Students Served	923	1037	1150	10.9%

This data was obtained via the following sources (circle): CCC Apply, Ask Foothill, Credentials, SARS, Other (List)_____

C) Administrative Unit Data

Please enter the information below.

Dimension	2011-2012	2012-2013	2013-2014
Students Served (Unduplicated)	923	1037	1150
Faculty Served	1	2	2
Staff Served	0	0	0
Full-time FTEF	1.1	1.9	2.0
Part-time FTEF	3.9	4.2	4.9
Full-time Staff			
Part-time Staff			

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data?   (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)

> Enrollment increased 18.6% from 12-13 to 13-14. 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.
>
> We acknowledge that productivity is down 3% from 12-13 to 13-14. From the data we were able to determine that the night courses we offer at Middlefield are bringing our productivity down, while our online classes are flourishing and helping to offset the decrease in weeknight

attendance. We believe Middlefield's productivity is down due to our commitment to offering classes at least once a year (for degree and certificate completion) as well as our continued efforts to offer Child Development Academies to community education populations. Additionally, we have students that are looking for professional development for career advancement as well as requirements for the California Child Development Permit and we find that offering a variety of classes is crucial. We offer four very popular non-transcriptable certificates of Specialization and have seen an increase of 145% in the last year! We will continue to encourage students to keep taking classes to obtain these certificates.

We are using a number of strategies to address the decline in productivity. We will continue to explore options to increase our online offerings, are adding more sections online every quarter, and just had two more classes approved to be taught online (CHLD 50A and 53NP). We are also increasing the number of weekend/fast track courses to better meet the schedules of our students. Additionally our first AD-T degree has been approved (yay!) and we hope this will attract additional students who are interested in eventually earning a Bachelor's Degree. We also are pursuing two additional AD-T's (Child Development and Elementary Education).

Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

We have applied for Basic Skills and Equity Funding in order to offer a writing/grammar workshop to our students. We see a number of our students lacking in their writing abilities, with the majority being in the Target Groups.

Additionally we will continue to bring awareness of basic skill courses, and support services that are available including the Teaching and Learning Center, and Open Study. We will also continue following up with students who seem to be falling behind.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

We notice that all targeted groups- Latina/o, Pacific Islander and African American students are improving their course success rates. Nevertheless, we feel that we can better support these students by offering a weekend format workshop in paper writing and grammar. We recognize that some of our students struggle with writing assignments and with the demands of being an online student (in which you must express yourself well through writing).

Section 3: Outcomes Assessment Summary

A) **Attach 2013-2014 Course-Level** (for Instructional Programs Only) – 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 2013-2014 Program Level** – (for all programs) Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 4: Assessment and Reflection

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

A) **For instructional programs only, what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (CL-SLO) assessments?**

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

B) **For instructional programs only, 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?**

> The full-time instructors reflected that the identified targets have been met, so no changes were made.

For all programs: Instructional, Students Services, Administrative

C) **How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?**

> Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

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.

D) What do members of your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

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

Section 5: Program Goals

Please comment on progress you have made on program goals from prior program reviews.
Check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
1. Increase WSCH	Y	Revised	We did increase WSCH by 6.4%, however we acknowledge that this increase will not support the addition of another full-time faculty member.

Please list any new goals for your program you would like to undertake this year. The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

Goal/Outcome (This is NOT a resource request)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Increase Productivity	N/A	By data collected
2. Increase Enrollment	N/A	By data collected

Section 6: Program Resources and Support

To be completed only if making a new resource request.

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

Full Time Faculty and/or Staff Positions

Position	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)
Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request supports this goal.		% Time

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
Child Development Marketing Events (2)	$2,000.	#1 and 2, by putting on events we will increase awareness of our program in the child development community in an effort to increase enrollment.

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Section 7: 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. 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.	We just received approval for the AD-T degree in Early Childhood Education, and are looking forward to seeing where this will take us .In addition to the New Student Orientation, Jeanne and Nicole include similar orientations in their face-to-face classes. We provide brochures, curriculum sheets, CA Child development permit matrix and we discuss the process of obtaining and value of the CHLD certificates in obtaining employment. Nicole serves as the CA Permit advisor, which provides another opportunity to discuss earning CHLD certificates. Our efforts appear to be working as these certificates are up 145%.
2. 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.	Fast track and other creative scheduling have continued since 2007. We are cognizant of our varied student populations, which include new students who begin at the main campus often taking CHLD courses for GE. The majority of our students are working students who take classes at night. They are earning the units needed by licensing. They may need online courses or prefer face-to-face courses including fast track weekend courses.

CHLD course scheduling continues to be carefully designed to provide the courses students need for |

	employment and for allowing completion of the degree/certificates/ CA permits and licensing requirements in a timely manner.
	These formats have been thoroughly explored and we welcome other creative ideas: Early and late afternoon courses at both campuses Saturday, Friday night/Saturday and Saturday/Sunday formats Expanded online courses CHLD Academies-Weekend, Weekly and Summer Courses off campus at community locations
	Additionally, we are looking at increasing marketing efforts for the program. We need support from Marketing to advertise the Child Development program in the community and we will need Dean's assistance in order for this to occur. We plan to distribute brochures to nearby early childhood education centers and high schools to reach potential students, and possibly find opportunities to speak at center staff meetings to share about our program.

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, have received approval to offer the Early Childhood Education AD-T and are moving forward with two additional AD-Ts (Child and Adolescent Development and Elementary Education).

We were gratified to find that our four non-transcriptable Certificates of Specialization have seen an increase of 145% in the last year! We will continue to encourage students to keep taking classes to obtain these certificates.

We continue to support our summer 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 held a marketing/student support event including the Career and Education Fair and sent faculty to speak at a nanny professional conference. Through the Early Childhood Leadership Institute we hold Director Round Table discussions. We also collaborated and co-sponsored a guest speaker lecture for the community and our students at the Middlefield campus. We support our students by offering advising on earning a Child Development Permit from the California Commission on Teacher Credentialing, which encourages an education plan. Last year, Nicole advised approximately 125 students. We also have a presence on Facebook and Twitter to reach our students with important information as well as to reach out and market our program. "Like" us and follow us today!

Section 8: Deans Feedback and Follow Up

This section is for the Dean to provide feedback.

    A) Strengths and successes of the program as evidenced by the data and analysis:

The Foothill College Child Development program is a robust academic and career training discipline that is growing and serving more students in more formats. It has an excellent faculty who are committed to being engaged in the curriculum and who meet together frequently to discuss the program and to discuss current topics and ways to improve the program. The program is commended for having strong department meetings and engagement with part-time faculty and students. The program has a strong mix of classes and many certificate options for students. The program serves students in multiple locations (main campus, Middlefield Campus and off-site locations) and through online delivery mode. Demand for online classes has increased and faculty have responded by increasing the number of courses offered. Demand for face to face classes has grown as well, although productivity has declined at the Middlefield Campus and as faculty and Administration are working together to address this issue. The program has participated in the development of the new FHDA Education Center and the program will be moving classes there in 2016.

    B) Areas of concern, if any:

Program productivity is far below the college goal and this is an area that must be addressed and faculty and the Dean are working together to discuss ways to increase enrollment in traditional evening courses at the Middlefield Campus. There are many courses within the program beyond the core popular courses and so a schedule of when to offer specific courses in a given academic year would help.

    C) Recommendations for improvement:

The program does an outstanding job overall and has one of the most robust departments in the BSS Division in terms of faculty engagement throughout the department. This is due to the efforts of the full-time faculty in scheduling regular department meetings where key issues within the department are discussed and improvements are made based on that dialogue. The only area of improvement would be to address productivity issues though initiatives in the coming year such as marketing, and class scheduling and planning for the move to the FHDA Education Center and related issues.

    D) Recommended next steps:

_X__ Proceed as planned on program review schedule
___ Comprehensive Program Review (Out of cycle) Recommended
___ Remediation Plan Recommended

Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and 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. (Created By Department - Child Development (CHLD)) **Assessment Cycles:** End of Quarter **Start Date:** 09/30/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Exam essay question-Rubric will be used **Assessment Method Type:** Exam - Course Test/Quiz		
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. (Created By Department - Child Development (CHLD)) **Assessment Cycles:** End of Quarter **Start Date:** 09/30/2012 **Course-Level SLO Status:** Active	**Assessment Method:** In-class **Assessment Method Type:** Discussion/Participation **Assessment Method:** Group project presentation assignment **Assessment Method Type:** Presentation/Performance	01/15/2014 - All students were required to participate – They has to describe their learning connecting child development profiles with culture, heredity and environmental factors. Students did well making connections. They demonstrated understanding of ages and stages and used examples from their own life experience to demonstrate their learning. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

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 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)) **Assessment Cycles:** End of Quarter **Start Date:** 04/01/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Observation assignment write-up **Assessment Method Type:** Observation/Critique	01/15/2014 - Each student had to include a section of the written analysis of their two observations where they demonstrated their learning by connecting theorists of child development (including their own "personal theory of development") together with what they observed children in action. Students did well making connections. They demonstrated understanding of the theories and used examples from their observations to demonstrate their learning. There was a tendency for students to focus more on the stage theorists while not as much content to more current theorists. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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. (Created By Department - Child Development (CHLD)) **Start Date:** 09/30/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Exam essay question. Rubric will be used **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Child Development (CHLD) - CHLD 2 - CHILD DEVELOPMENT: MIDDLE CHILDHOOD TO ADOLESCENCE - SLO 2- Milestones - Identify and describe major	**Assessment Method:** Essay as part of an exam **Assessment Method Type:** Essay/Journal	01/15/2014 - Test questions: Short question-Answer, Multiple choices questions and Essay writing questions in Mid Term and Final Tests. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
developmental milestones of middle childhood development and adolescence. (Created By Department - Child Development (CHLD)) **Start Date:** 09/30/2012 **Course-Level SLO Status:** Active		Target Met **Year This Assessment Occurred:** 2013-2014	
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)) **Assessment Cycles:** End of Academic Year **Start Date:** 04/01/2013 **Course-Level SLO Status:** Active	**Assessment Method:** 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. 2. Post test of SLO: (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. **Assessment Method Type:** Pre/Post Test	01/15/2014 - I found that in Pre Test writing more than 75% of students were not much aware of the theories that are related with Middle Childhood and Adolescence. Among the 25 % of the students, hardly anybody could really give correct order of the various stages of Piaget's and Erikson's theories. This could be the result as 80% of the students started CHLD 2 course directly and have not studied CHLD 1 course yet. Around 20 % of students took CHLD1 and CHLD 2 course at the same time in the Fall Quarter, 2013. Students self reflection in the post test (on the last day of the Quarter) gave the proof that they understood the concepts of child development theories thoroughly. They were very happy that they obtained all the knowledge they were interested in and also learned the strategies to meet growing children needs and requirements. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 50 - SCHOOL-AGE CHILD (5-12): BEHAVIOR & DEVELOPMENT - SLO 1 - Child Development Theories - Examine the major principals of two theories in child development and ways that they can be implemented in the classroom. (Created By Department - Child Development (CHLD))	**Assessment Method:** We did a classroom small group activity in which they brainstormed activities, I scaffolded their learning by circulating around the room providing clarification where needed.I then followed up by including a quiz question in which they needed to come up with an example		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	**Assessment Method Type:** 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students brain stormed what they could do to increase children?s self-esteem, then shared their ideas with classmates by writing them on the white board. I added some ideas, then students identified the 3 ideas they would be most likely to use with children. I measured this by asking students to identify 3 activities/ things they would use to increase children?s self-esteem. **Assessment Method Type:** 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	04/10/2014 - Pre-test was in class discussion and activity format; post-test was matching terms and concepts and short answer essay final exam. Students learned that relationship based infant toddler education and care can result in children's developmental progression. The importance of relationships. Using the Foundations (published by the CA Dept. Of Educ.) was extremely helpful to students as a way of recognizing infant's progression of development and how adult interactions can have positive (or negative) effects. Students were able to articulate their new knowledge and recognize how significant speaking with parents can be as an influence on building relationships. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 50A - INFANT/TODDLER DEVELOPMENT - SLO 2 - Developmental	**Assessment Method:** Pre/Post Test **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Pathways - Compare developmental pathways of young infants, mobile infants, and toddlers. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	Pre/Post Test		
	Assessment Method: Portfolio assignment – students had to demonstrate their knowledge of each age of infancy through a creative representation and a written paper. **Assessment Method Type:** Essay/Journal	04/10/2014 - 1. The organization of materials supported student learning by using the same "ages of infancy" in the textbook as in the PITC videos and the CDE Foundations book. 2. Portfolio made for success of individual students with a variety of learning methodologies. 3. Students were able to integrate their own personal experience and reflections into their learning which makes content more meaningful to their individual experiences. 4. Asking students to analyze and apply their learning of specific content within the portfolio was an effective way for them to demonstrate their learning and ability to make connections within presented material. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 50A - INFANT/TODDLER DEVELOPMENT - SLO 3 - Cultural Patterns - Recognize the differences between independent and interdependent cultural patterns. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** The topic was discussed within class content and was a part of required readings. **Assessment Method Type:** Discussion/Participation	04/10/2014 - 1. What were your most important findings from your data? (write two to five sentences summarizing your findings. The larger idea of cultural diversity was discussed and more pressing to this group than the specifics of independent/interdependent cultural patterns. Reminds me that I need to review the SLO's and perhaps change this one to reflect the larger context of culture. This group of students were very aware of culture and anti-bias curriculum ideas as the course CHLD 51A – Affirming diversity - was mentioned	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		by name as a resource in better understanding this content. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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)) **Assessment Cycles:** End of Quarter **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		
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)) **Assessment Cycles:** End of Quarter **Course-Level SLO Status:** Active	**Assessment Method:** In-Class **Assessment Method Type:** Discussion/Participation		
	Assessment Method: Group midterm essay question **Assessment Method Type:** Exam - Course Test/Quiz	01/15/2014 - Through a series of self-reflection essays, homework assignments, and group work, students demonstrated a strong understanding of diversity and stereotyping and their influence on human development. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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	**Assessment Method:** Group midterm essay question **Assessment Method Type:** Exam - Course Test/Quiz	01/15/2014 - Students demonstrated some understanding in this area, there is room to expand this SLO or update it however. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
of multicultural education. (Created By Department - Child Development (CHLD)) **Assessment Cycles:** End of Quarter **Course-Level SLO Status:** Active		**Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 53NC - SUPPORTING CHILDREN WITH SPECIAL NEEDS IN CHILDREN'S PROGRAMS - SLO 1 - Building Partnerships - Identify the supports needed for all children and their families, as it relates to building partnerships with professionals in other disciplines. (i.e. therapists, doctors, educators, case managers, etc.) (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: Student's researched support providers and wrote a paper which included an interview/observation of the specialist and demonstrated their understanding of working with children with special needs and their families. **Assessment Method Type:** Essay/Journal	10/13/2014 - Essay/report writing and in-class sharing of the assignment (informal oral report) with discussion. Students were responsible for seeking out the support provider they used for the assignment. This offered them the experience similar to what a parent may go through when seeking out support services for a child. The combination of interview and observation formats made the assignment tailored to individualize for students and support providers unique contexts. Having the format of both individual written paper and oral report sharing offered the class a chance to learn from one another about a variety of support providers. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: student group presentation assignment **Assessment Method Type:** Presentation/Performance	10/13/2014 - Measured by student self-evaluation and peer evaluations. The concepts of environment arrangement and	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active		learning experiences were demonstrated of student's understanding and growth of understanding by the in-class presentations students did in class. The challenge of this was having students bring the materials to demonstrate what they learned about the concept. Students with available resources (from work or home) had an easier time than students for whom the concepts were new or unfamiliar. This quarter we also had several students drop the course and therefore group members changed partly throughout the quarter making some students experiences more difficult. I feel, as instructor, I had to supplement student presentations to offer the class more complete coverage of the SLO. Changes that will be made: -Teaching methods – perhaps bring in guest speakers or goon field trips to bring in more "authentic" learning of this SLO rather than relying on students to present such. Some quarters this works better than others. Perhaps asking the students about their availability of resources for such an assignment and then making changes as needed for the particular quarter could help with this. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	
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		
	Assessment Method: Test- essay question **Assessment Method Type:** Essay/Journal	10/06/2014 - In small groups of two, students were given certain conditions to learn, write down and prepare to articulate characteristics of conditions to class peers. As shown on test questions/written essays, students showed they retain and can	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		demonstrate increased knowledge when given both verbal lecture inclusive of real life experiences, visual lecture with less content rather icons and most effective time to process content via small group activities. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		01/15/2014 - Students retain and can demonstrate increased knowledge when given both verbal lecture inclusive of real life experiences, visual lecture with less content rather icons and most effective-time to process content via small group activities. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 53NP - DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS - SLO 2 - Developmental Behavior Identification - Identify atypical developmental behaviors through observation based on typical developmental patterns and chronological age norms across developmental domains. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: Test- essay question **Assessment Method Type:** Essay/Journal	10/06/2014 - Students read and in small groups prepared a explanation of systems that families experience during both Early Start and IEP process. Given that information, materials from various community agencies for students to review and determine the best resource for each process. Students retain and can demonstrate increase knowledge when given both verbal lecture inclusive of real life experiences, visual lecture with less content rather icons and most effective time to process content via small group activities. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2013-2014	
		01/15/2014 - Students retain and can demonstrate increase knowledge when given both verbal lecture inclusive of real life experiences, visual lecture with less content rather icons and most effective time to process content via small group activities. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
Department - Child Development (CHLD) - CHLD 56 - OBSERVATION & ASSESSMENT - SLO 1 - Documentation Panel - Identify the different components of a documentation panel. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Create and present a documentation panel. Rubric will be used **Assessment Method Type:** Presentation/Performance	04/21/2014 - Students were able to demonstrate that they understood what makes up a documentation panel, by demonstrating that knowledge with the construction of their own. All students earned a grade of B or higher on this assignment. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 56 - OBSERVATION & ASSESSMENT - SLO 2 - Observation Process - Demonstrate knowledge of the	**Assessment Method:** Assemble a portfolio including a narrative statement to demonstrate this process - Rubric will be used		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
process of identifying individual needs through observation. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Class/Lab Project		
Department - Child Development (CHLD) - CHLD 56 - OBSERVATION & ASSESSMENT - SLO 3 - Observational Data Collection - Describe the various methods of collecting observational data on children. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Students demonstrated proficiency through classroom assignments and answers to questions on the final exam. **Assessment Method Type:** Exam - Course Test/Quiz	04/21/2014 - Students were able to demonstrate this understanding through several methods. First, they turned in assignments using each of the methods. Second, they put together a portfolio that demonstrated their knowledge. Lastly, they answered several questions on the Final Exam that demonstrated this knowledge. All students who took the Final Exam, passed it with an "A" grade. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	04/10/2014 - 49% of students answered the pre-test question correctly. 56 % of the students answered the post test question correctly. Lecture /discussion related to the question will be emphasized in future classes. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	
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 Department - Child Development (CHLD))	**Assessment Method:** Embedded exam question **Assessment Method Type:** Exam - Course Test/Quiz	04/10/2014 - Correct answers increased from 56% to 63%. Through discussion and videos, additional focus was placed on the early childhood teacher's role in addressing the needs of the whole child. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2013-2014	
Course-Level SLO Status: Active			
Department - Child Development (CHLD) - CHLD 59 - WORKING WITH SCHOOL-AGE CHILDREN: PRINCIPLES & PRACTICES - SLO 1 - Behavior Identification - Identify the behaviors and characteristics of children ages five to twelve years. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	10/06/2014 - Students learned more in-depth about School-Age children behavior and characteristics through: (1) Child Observation experience in the field and presenting personal reflections in the Observation Journal, (2) Small group and large group discussions in the class and (3) Curriculum project (activity) presentation for specific age group of school-age children in the class. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Program Design Project **Assessment Method Type:** Class/Lab Project	10/06/2014 - Assignment # 1 helped students to learn School Age Children Environment Rating Scale application as they visited school programs with check list. The field observation helped them to know differences in school age programs environment designs, teaching philosophies and comparison of various programs. It helped them to develop and create their own ideal developmentally appropriate School Age Program Environment plan. Assignment # 2 helped them to develop curriculum activities for all children with varied abilities and capabilities. In Final School Age Program Club and Panel presentation they developed their own School Age Program with application of their own Developmentally Appropriate Goals for children.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		I found this course has successfully achieved SLO 2, i.e. developmentally appropriate, high quality school-age child care with Program design project. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Each student was required to observe a group of children participating in an open-ended project that encouraged creativity and observe a group of children participating in a close ended project that discouraged creativity. The final part of the assignment was to write a reflective paper comparing and contrasting the two observations and the creative growth that incurred from the two experiences. **Assessment Method Type:** Essay/Journal	01/27/2014 - 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. 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" and create their own final product. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
	Assessment Method: 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		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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. **Assessment Method Type:** Essay/Journal		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	01/27/2014 - The students wrote comments in their final essay question such as; 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, pastels, charcoal which I think that many of them will bring 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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 68 - SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT - SLO 1 - Special Topics - Demonstrate research skills, critical thinking and application of knowledge in topical areas in the study of child development. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Each student presentation included: the student?s assessment of 10 organizational climate dimensions in their own early care and education programs and determining which dimensions needed improvement, the student?s plan of actions and student?s goal for the action step taken. **Assessment Method Type:** Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Child Development (CHLD) - CHLD 68 - SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT - SLO 2 - Child Development Theory - Demonstrate knowledge of child development theory in the field of early care and education. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Creation of a wall mural which illustrated good child development administration practice and understanding of the concept. Each group presented to the class. **Assessment Method Type:** Presentation/Performance		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: Students engaged actively with open-ended art materials in an art media exploration devised by the Instructor. Art material exploration stations included tempera paints, glueing collages, clay explorations and playdough. Then, each student submitted a self-reflection essay regarding the explorations **Assessment Method Type:** Essay/Journal	01/27/2014 - The students reflected that the hands-on, open-ended explorations allowed them to recognize the value of the creative experience for young children. There were several comments regarding the role of the teacher in creative art experiences. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** 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. **Assessment Method Type:** Presentation/Performance	01/27/2014 - Students were able to use in class planning time to research and develop their creative arts demonstration. Students used a variety of media to demonstrate the arts process including Internet and PowerPoint. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: Question(s) on text **Assessment Method Type:** Exam - Course Test/Quiz		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	04/10/2014 - As a take-home essay for the midterm, students were given a choice of topics, and were asked to describe how they could integrate language into every area (domain) of the curriculum. The same question was a take-home essay for the final. Take-home essay question. Scoring: 1 point for each domain for which an appropriate language experience was described. Maximum score of 5. Scores of 4 or 5 were considered good.In the pre-test the average score was 2.67 with scores ranging from 0-5. In the post-test, the lowest score was a 4, and the average score was 4.69, so all of the scores fell in the good range. 63% of students scored a 5. In the post-test, all of the students were able to give at least 5 examples of activities that incorporated language arts. However, several students were not clear about the meaning of 'domain' and gave	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		several activities in the language arts domain and therefore fewer in other domains. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
	Assessment Method: Question(s) on test **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Child Development (CHLD) - CHLD 72 - LANGUAGE DEVELOPMENT - SLO 3 - Social Context - Recognize and understand the importance of studying language development within a social context. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	04/10/2014 - On the first night of class, students wrote individually about why it is important to study language development within a social context. They were asked the same essay question on the midterm exam. Take-home essay question. Scoring: 1 point for each response which describes a unique, appropriate reason for studying language development in a social context. Maximum score of 8. Scores of 4 are acceptable and >5 are good.: In the pre-test the average score was 1.1. Scores ranged from 0-2. The post-test average score was 5.4. In the post test one person scored a 1, and one person scored a 3. All the others scored 4.5 or higher, so 75% scored in the acceptable to good range. Even the low scorers improved by 1 or 2 points, and some students improved by as many as 6 points. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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	**Assessment Method:** Review research and present findings ? Rubric will be used **Assessment Method Type:** Research Paper		

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
development (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Class discussion will be used to assess **Assessment Method Type:** Discussion/Participation	04/10/2014 - I measured understanding following the film through class discussion. Students shared insights from the film and how they could apply them to the classroom.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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Prepare music plans to enhance physical and cognitive development in both the classroom and on the playground ? Rubric will be used **Assessment Method Type:** Class/Lab Project		
	Assessment Method: Group project **Assessment Method Type:** Class/Lab Project	04/10/2014 - In both cases, students created posters demonstrating their understanding of the assignments. Ages and stages were identified comprehensively and accurately. Activities suggested were appropriate. In the classroom design activity, students designed both indoor and outdoor music play spaces that would serve to enhance the cognitive, motor, and social skills of children. Students created comprehensive posters that demonstrated an understanding of the assignments given. Ages and stages were considered and appropriately planned for in all activities. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: The students will plan, facilitate and evaluate a science and nature curriculum activity for the rest of the class to actively experience.		
	Assessment Method: The students were assigned to plan, facilitate and evaluate a science and nature curriculum activity for the rest of the class to actively experience. **Assessment Method Type:** Class/Lab Project	04/10/2014 - The students were assigned to plan, facilitate and evaluate a science and nature curriculum activity for the rest of the class to actively experience. The students were in groups of four and brainstormed nature topics that they could plan activities for the children to learn more about the topic (such as vegetables, ocean life, etc) I observed how well planned the activity was, how they facilitated the activity, and read their written evaluations about the activity.Overall the students had a good grasp about how to plan, lead, and evaluate a science and nature activity. Most of the students had some experience working with young children but the majority of students were not involved in curriculum planning so this was a valuable experience for them to practice developing. Some students needed assistance with how to plan an activity and what types of things would evaluate after the other students had participated in the activity. That is when group work benefits all students. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Department - Child Development (CHLD) -

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: Essay question **Assessment Method Type:** Essay/Journal	04/10/2014 - I read their before and after the course writings and felt that 100% of the students improved their understanding about the importance of science and nature. I realized how little importance many students put on the importance of incorporating science and nature into their curriculum plans. They did not realize the connection children have with nature and the outdoors. Another finding was how many students shared about their limited knowledge they had with science topics and tried to avoid including it into their curriculum plans. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 74 - SCIENCE & NATURE - SLO 3 - Integrating Science - Develop a plan to integrate science with music, cooking, and other daily activities. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** I had the students break into groups and take a nature base topic and integrate it into the curriculum in all learning areas in a "web" plan. **Assessment Method Type:** Class/Lab Project	04/10/2014 - The students learned from each other while brainstorming topic ideas and then curriculum ideas. Some took on the role of leader and others were helpful with their lap tops and were searching for information and ideas that they could include in their web and curriculum planning. They also experienced the value of planning curriculum with a group or people versus as an individual. The most important finding was their realization about how easy it was for them to incorporate a science base topic into all of the different areas of curriculum. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Department - Child Development (CHLD) -

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students were expected to give specific examples of the essential components of a high quality environment for infants and toddlers. If they described three or more examples in an area it was rated excellent; two examples received a competent rating; one or none were rated unacceptable. **Assessment Method Type:** Essay/Journal		
	Assessment Method: Test question responses showed knowledge **Assessment Method Type:** Exam - Course Test/Quiz	01/27/2014 - Those students' currently working in the field found concept reflection helpful and often times wrote about their real life experiences; and how they might go about trying out new concepts or continuing to strengthen current ones. Test questions appeared to measure knowledge as many student answers reflected adequate responses. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: Students were assigned an out of class homework assignment requiring written reflection on concepts of culture and diversity; and essay on cultural observation **Assessment Method Type:** Essay/Journal	01/27/2014 - Most important finding, off hand, were the number of student reflections regarding seeing the film as valuable and an opportunity for learning about culture; to include to sequencing of developmental milestones across cultures. Only one student protested the film and reflected on how the cultures appeared primitive and disorderly. Students' also appeared to demonstrate appropriate written reflection on cultural differences and similarities of the babies shown in the film while providing written reflection of own cultural attitudes as they relate to caring for infants/toddlers' in groups. The exam questions	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		also appeared to capture student learning and knowledge as many of the exam responses were adequate. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students were assigned an out of class homework assignment requiring written reflection on the concepts of supporting infant/toddler development across developmental stages. **Assessment Method Type:** Essay/Journal	01/27/2014 - Most important findings included the rich in-class reflection shared of students' currently working in the field and of the many experiences students' have had while working in diverse settings with infants and toddlers' and supporting infants and toddlers' development. Nice focus developed around "continuity of care" and practitioner support around caring for infants/toddlers' in groups. Role play of real life scenarios also appeared to assist the learning of students' unfamiliar with the practicum of caring for infants/toddlers' in groups. Student written work in this area; however, appears to need improvements. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	01/27/2014 - Given the results of this assessment, describe what changes will be made, if any to the following: -Content of course: I'd like to use more video type learning of care provider role in support of infant/toddler development at various stages of infancy -Teaching methods: more time spent on written reflection in-class -Assignments: none; however, might diversify assignments -Course evaluation procedures (e.g. quizzes, exams, papers, etc): might use more opportunities for quizzes -The current SLO: none -The assessment for the SLO: none -Other: none Can you identify any resources you need to implement the suggested changes? Additional and diverse texts; etc.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			Is there anything else that you'd like to add? It appears students' with limited ECE course work and field work experience might have a slight disadvantage over students' with experience; also might be advantageous for students' to have completed a basic English course as a prerequisite and due to, and in support of amount of written work required, etc.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	01/27/2014 - In the pre-test, the average score was 2.3/4. In the post-test, the average score was 3.8. Only 6 people/21 scored a 4 on the pretest. In the post-test, 18/21 scored a 4 and the others scored a 3, so all did well. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
	Assessment Method: In-class **Assessment Method Type:** Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** 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. **Assessment Method Type:** Class/Lab Project	01/27/2014 - The average score for the first activity ("pre-test") was 1.8/4. The average score for the final activity ("post-test") was 3.9/4. In the pre-test 5 people in the pretest scored a 4 so there was no room for improvement. In the post-test 17/21 people scored a 4 and 4/21 people scored a 3, so all did well. The groups that had less than perfect scores lost points for the large motor and small motor activities. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Essay to be included in their mentor portfolio **Assessment Method Type:** Essay/Journal	01/27/2014 - In the last weekend of 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 was submitted in the student's mentor portfolio which will become a primary source of reference in working with the mentee'. There were many comments from students that they had never put their philosophy in writing much less explained it to someone else. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 86A - MENTORING THE EARLY CARE & EDUCATION PROFESSIONAL -	**Assessment Method:** Students will receive a case study and through small group discussion, design a		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	plan of action to support the developmental stage of the teacher in the case and further his/her professional growth. **Assessment Method Type:** Case Study/Analysis		
	Assessment Method: 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. **Assessment Method Type:** Class/Lab Project	01/27/2014 - Some of the students were familiar with the developmental stages of a teacher while others learned about the information for the first time. The students reflected upon their own experiences as teachers and using the developmental stages designed a plan that they could actually use in their own roles as a mentor. I was pleased with their effort and particularly pleased by the involvement of all students in this group activity. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Curriculum Plan activity **Assessment Method Type:** Class/Lab Project	01/27/2014 - Some students are challenged with developmentally appropriate activity planning for their age group of children. There are several practicum students who are placed in Reggio inspired programs and they plan provocations instead of activities. I now spend more time in this course on planning curriculum techniques and allow students to share ideas about their experiences they have had facilitating their activities. There is also a long continuum of a range of philosophical differences with the activities because of the range of programs our students are completing their student teaching and the age range of children they are working with which ranges from infants through school-age. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: The students write a paper about the role of the teacher which is due the third week of class. The students read a chapter from the textbook about the role of the teacher and we discuss the various roles of a teacher and the philosophies of various early care and education programs. The final self-evaluation and reflection paper gives the 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. **Assessment Method Type:** Essay/Journal	01/27/2014 -). I feel the written papers are valuable to prepare the student for their role as a teacher and the qualifications that need to be developed to be a successful teacher. The final paper provides an opportunity for students to reflect upon the principles and philosophies that they practiced during their student teaching. After reading their final papers 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 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Research local resources and present information ? Rubric will be used **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students in this class will demonstrate knowledge of a community resource.	04/21/2014 - Students were able to demonstrate that they knew of local resources by presenting one, sharing what resources they saw themselves using in the future in a discussion, and demonstrating their knowledge of the resources by citing one in their Final Exam. Only 2 out of 39 did not successfully demonstrate their knowledge. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 88 - CHILD, FAMILY & COMMUNITY	**Assessment Method:** Pre/Post Test		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- SLO 2 - Family - Identify various family structures, family strengths, and family stressors. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Pre/Post Test		
	Assessment Method: Question on exam **Assessment Method Type:** Exam - Course Test/Quiz		
	Assessment Method: Students participated in many discussions throughout the quarter that highlighted family structures, strengths, and stressors. They were able to identify structures, strengths, and stressors and what to do about them. They further demonstrated this knowledge on exams. **Assessment Method Type:** Discussion/Participation	04/21/2014 - Students participated in many discussions throughout the quarter that highlighted family structures, strengths, and stressors. They were able to identify structures, strengths, and stressors and what to do about them. They further demonstrated this knowledge on exams. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 88 - CHILD, FAMILY & COMMUNITY - SLO 3 - Culture - Demonstrate understanding of the impact of culture on a child's development. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
Department - Child Development (CHLD) - CHLD 88B - POSITIVE BEHAVIOR MANAGEMENT - SLO 1 - Behavior - Investigate the probable causes of behavior as it relates to culture, family values, second language acquisition and environment. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Student Survey **Assessment Method Type:** Survey		
	Assessment Method: Pre/Post Essay **Assessment Method Type:** Pre/Post Test		
	Assessment Method: Student understanding was assessed through small group work posters and class discussion, followed by a personal reflection. **Assessment Method Type:**	04/10/2014 - Students developed an understanding of how cultural experiences and biases influence how one reacts and responds to situations. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Class/Lab Project	Target Met **Year This Assessment Occurred:** 2013-2014	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Role play and demonstration ? Rubric will be used **Assessment Method Type:** Discussion/Participation		
	Assessment Method: In the same small groups, one week later, students revisited their "problem Solving Posters" and shared successes and struggles. If necessary new solutions were brainstormed and or selected **Assessment Method Type:** Class/Lab Project	04/10/2014 - Students learned 2 problem solving models to use in their work with young children and were able to practice the techniques **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 89 - CURRICULUM FOR EARLY CARE & EDUCATION PROGRAMS - SLO 1 - Interest Centers - Evaluate various areas of the classroom by analyzing what children learn in various interest centers. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Students worked in small groups to design their ideal environment and discuss what children learned in various areas of the classroom. **Assessment Method Type:** Class/Lab Project		
	Assessment Method: Quiz **Assessment Method Type:** Exam - Course Test/Quiz		
	Assessment Method: I utilized two strategies to assess this SLO. I had the students create a classroom layout using drawing and found materials. They presented on their classroom design and how their design reflected developmentally appropriate practice. Secondly, I had them create a learning web that described/illustrated various	10/06/2014 - My most important findings include the importance of supporting students in articulating their learning with multiple mediums. It was effective to have them work in groups for those who are less apt to speak in front of the class and it worked to have them brainstorm together.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	opportunities for learning in each area of their classroom design. **Assessment Method Type:** Presentation/Performance	**Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 89 - CURRICULUM FOR EARLY CARE & EDUCATION PROGRAMS - SLO 2 - Lesson Web - Generate a lesson web incorporating creative activities for all interest areas. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Students worked in dyads to develop a curriculum box that could be used in at least two different learning areas in the environment. **Assessment Method Type:** Presentation/Performance		
	Assessment Method: Group project done in class **Assessment Method Type:** Class/Lab Project		
	Assessment Method: I had the students create a bird's eye view of an early childhood education environment. They utilized a previous assignment to inspire their work and focus in terms of creating a web for the environment they designs. **Assessment Method Type:** Class/Lab Project	10/06/2014 - I measured it with a group activity where they worked in pairs and reported back to their group the web and ideas they created for one part of the classroom they designed. The pairs submitted the webs to a classmate who then scanned and shared each web with the entire class. I found this was an incredibly relevant and applicable activity for these early childhood educators. They utilized examples from their professional life, shared ideas and built on each others ideas. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 90B - ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART I - SLO 1 - Director as	**Assessment Method:** Pre/Post Test **Assessment Method Type:**	10/06/2014 - Results from pre and post tests were nearly identical. I believe the several methods used to teach the	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up

Administrator - Identify the roles and responsibilities of the director as administrator of an early care and education program. (Created By Department - Child Development (CHLD))
 	
Course-Level SLO Status:
Active
	Pre/Post Test	concept were varied and adequate. The essence of the question was discussed various times throughout the course, discussed by the guest director panel.
		
		Changes that will be made- The guest director panel made an impact on students.
		  Many students discussed the panel experience as part of their final review of
		  what they had learned in the course.
		
		Result:
		Target Not Met
		Year This Assessment Occurred:
		2013-2014	

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)) **Course-Level SLO Status:** Active	**Assessment Method:** Two assignments developing a personal professional philosophy and a group project to develop a program philosophy for an early care and education program. **Assessment Method Type:** Essay/Journal	10/06/2014 - Instructor's observation of the discussions within the student work groups and the content of their presentations. Student presentations showed they had worked collaboratively, had participated in complex philosophical discussion and understood the concepts. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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)) **Course-Level SLO Status:**	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: Small group research project and 25 minute presentation. Self evaluation and rubric will be used. **Assessment Method Type:**	10/06/2014 - .) Students completed a self-analysis and suggested their individual grade based on a provided rubric. Instructor considered the planning, presentation and the student's self evaluation to determine the student's grade. Participation and grades were high on this project.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	Presentation/Performance	Four of 5 groups earned 50/50. The remaining group earned 47/50. Many students noted the value of the project in their final reflection paper. This is the 4th 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 used by the children's 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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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, developing a staff development day. (Created By Department - Child Development (CHLD)) **Assessment Cycles:** End of Quarter **Start Date:** 01/17/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Small group research project and 25 minute presentation. Self evaluation and rubric will be used. **Assessment Method Type:** Class/Lab Project	10/06/2014 - Small group (4-5 students) research project resulting in a best practices tip sheet and 25 minute presentation to the class demonstrating research findings. Students complete a self evaluation and instructor also evaluates. I was really pleased the quality of the research and presentations developed by the students. The class audience received in depth information about the subject that previously has not been addressed in this course. Students choose a topic that interested them from a list of topics. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Child Development (CHLD) - CHLD 91 - ADMINISTRATION & SUPERVISION: ADULT SUPERVISION & LEADERSHIP - SLO 1 - Strategies - Analyze guidance, teaching and evaluation strategies that are used for adults supervised in early care and education settings. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: Class case problem solving and discussions **Assessment Method Type:** Class/Lab Project	10/06/2014 - Measured by the strength of students' group presentations to class. Case discussions in class and presentations to students indicated that students do understand the concepts **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 91 - ADMINISTRATION & SUPERVISION: ADULT SUPERVISION & LEADERSHIP - SLO 3 - Leadership Styles and Development - Identify leadership styles and assess one's own leadership development. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Leadership styles assessment tool **Assessment Method Type:** Class/Lab Project		
	Assessment Method: Pre/post questions **Assessment Method Type:** Pre/Post Test	10/06/2014 - The question requires an answer which is an important for students to learn from the course and was taken from the author's test bank. I was surprised to find many students knew the correct answer in the pretest. The number of correct answers did increase in the post-test slightly. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 95 - HEALTH, SAFETY & NUTRITION IN CHILDREN'S PROGRAMS - SLO 1 - Emergency Preparedness - Demonstrate knowledge of information on	**Assessment Method:** In class presentation **Assessment Method Type:** Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
planning for emergencies and natural disasters. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active			
Department - Child Development (CHLD) - CHLD 95 - HEALTH, SAFETY & NUTRITION IN CHILDREN'S PROGRAMS - SLO 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: Assignment **Assessment Method Type:** Class/Lab Project	10/06/2014 - Students developed a weekly snack calendar based on the Food Plate and information obtained from lecture, textbook reading and films. Each snack needed to contain foods from at least two food groups. Students presented their menus to the class. Students developed an understanding of the importance of well-balanced nutrient dense foods for children. As well as, strategies for implementing better practices **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 95 - HEALTH, SAFETY & NUTRITION IN CHILDREN'S PROGRAMS - SLO 3 - Child Abuse - Identify signs and symptoms of child abuse and know how to report suspected abuse. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Lecture/ class discussion **Assessment Method Type:** Discussion/Participation	10/06/2014 - Through class discussion, students shared information learned and any personal experiences with reporting and/or suspecting child abuse. Students were shown forms and resources for reporting and learned that anyone working directly with young children are mandated reporters of suspected child abuse. Students developed an understanding of their role in recognizing and reporting of child abuse. Students communicated an understanding of the important role they have.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2013-2014	

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. **Year PL-SLO implemented:** End of Academic Year **Start Date:** 10/01/2011 **End Date:** 06/30/2014 **SLO Status:** Active	**Assessment Method:** In a Fall 2011 Focus group, 22 students were asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a beginning CHLD student, how well you feel you are able to demonstrate understanding of PLO 1?" In a Spring 2012 Focus group, 22 students will be asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a CHLD student who has completed CORE and support classes, how well you feel you are able to demonstrate understanding of PLO 1?" In Spring 2012 after the students rate the questions, discussion will follow. **Assessment Method Type:** Interviews/Focus Groups **Target:** Students will demonstrate an increase their understanding.		
	Assessment Method: 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?" 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 demonstrate understanding of PLO 1?" In		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Spring 2013 after the students rate the questions, discussion will follow. **Assessment Method Type:** Interviews/Focus Groups **Target:** Students will demonstrate an increase their understanding.		
	Assessment Method: In a Fall 2013 Focus group, 27 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?" In a Spring 2014 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 demonstrate understanding of PLO 1?" In Spring 2013 after the students rate the questions, discussion will follow. **Assessment Method Type:** Survey	10/13/2014 - In Fall 2013, 46% rated their understanding a 1 or 2. In Spring 2014, 73% rated their understanding as a 1 or 2. 100% of students rated their understanding as a 1, 2 or 3. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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. **Year PL-SLO implemented:** End of Academic Year **Start Date:** 10/01/2011 **End Date:**	**Assessment Method:** In a Fall 2011 Focus group, 22 students were asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a beginning CHLD student, how well you feel you are able to demonstrate understanding of PLO 2?" In a Spring 2012 Focus group, 22 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		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
06/30/2014 **SLO Status:** Active	well do you feel you are able to demonstrate understanding of PLO 2?" In Spring 2012 after students have rated the question, discussion will follow. **Assessment Method Type:** Interviews/Focus Groups **Target:** In Spring 2012, 80% of students will rate the question a 1 or 2 .		
	Assessment Method: 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 2?" 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. **Assessment Method Type:** Interviews/Focus Groups **Target:** 80% of students in Spring 2013 focus group will have answered the questions with a 1 or 2 rating.		
	Assessment Method: In a Fall 2013 Focus group, 27 students were asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a beginning CHLD student, how well you feel you are able to demonstrate understanding of PLO 2?" In a Spring 2014 Focus group, students will	10/13/2014 - In Fall 2013 43% of students rated their understanding as 1 or 2. In Spring 2014 76% of students rated their understanding as 1 or 2. 100% of students rated their understanding as a 1, 2 or 3. **Result:** Target Met	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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. **Assessment Method Type:** Survey	**Year This Assessment Occurred:** 2013-2014	