

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name: Child Development

Division Name: Business and Social Sciences

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

| Name | Department | Position |
|---------------|-------------------|------------|
| Jeanne Thomas | Child Development | Instructor |
| Nicole Kerbey | Child Development | Instructor |
| | | |

Number of Full Time Faculty:

2

Number of Part Time Faculty:

16

Please list all existing Classified positions: Example: Administrative Assistant I

n/a

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

According to our data, our WSCH is up 10.1% over last year, and productivity is also up 11.5%. Enrollment increased 2.6% from 13-14 to 14-15. 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 by 50% to meet demand. We have an excellent FT/PT faculty with strong knowledge base and experience, and have grown our faculty to meet the anticipated needs of new community programs and our online courses. 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 continue to report they took a class at FH while enrolled at De Anza and never left.

We have made new strides in connecting with community members as well. Last year we had two events, a career fair and a small conference. These events help us connect to the early childhood community, and support the engagement of our students.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

We have several goals as a program. We are constantly looking to see if we can increase our online class presence, as they've been in demand in recent years. We're responding to the interest of community outreach programs, such as Fremont-Union High School District, Alta Vista High School, Santa Clara

Adult Education as well as other large early childhood education organizations in order to provide workforce coursework for their students. We plan to request an expansion to three full-time instructors, to better meet the demands of our department, as 68% of our coursework is currently being taught by part-time faculty.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

We'll look to our enrollment numbers as well as the number sections offered to inform us if we've met the goals outlined.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:

"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

Our department faculty will work with CHLD students to guide them in their career goals. By meeting with students in person and conducting conversations with them over email or phone, the coordinator can advise the student on what to do next in order to meet their goals. This may include recommendations to take more courses, showing the student how to apply for state permits, suggesting certificates and degrees, and helping them find available positions within the community. The coordinator will work towards pairing positions available and our student population, which we serve.

Additionally, faculty will target these services to our underrepresented students, including non-traditional, displaced homemakers, economically disadvantaged, those with limited English, single parents, students with special needs, and migrant students. We believe offering advising will help students make the connections needed to truly thrive in our program. Possibly offering workshops that will help develop professional skills such as resume writing, interviewing, and applying for permits will also offer needed support to these students. Faculty will further keep students updated by regular newsletters that share opportunities and news from the department. These opportunities are also broadcast using social media. Lastly, faculty will provide opportunities for students to gain professional development through events such small conferences and/or career fairs. These opportunities provide students with a chance to connect and engage with others in our program and the larger early childhood education community.

Last year's feedback from our Dean, Kurt Hueg, focused on increasing productivity, and we were successful in addressing this with an increase of 11.5%.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

| Program Objective | Implementation Timeline | Progress Measures |
|--|-------------------------|--------------------------|
| <i>Example: Offer 2 New Courses to Meet Demand</i> | <i>Winter 2016 Term</i> | <i>Course Enrollment</i> |
| Offer more daytime classes at Middlefield to establish a new student base in preparation for our move to the Sunnyvale Education | Fall 2015 | Course Enrollment |

ANNUAL PROGRAM REVIEW TEMPLATE for 2015-2016

| | | |
|---|-------------|---------------------------|
| Center | | |
| Provide (up to 3) new classes online | Spring 2016 | Course Enrollment |
| Continue growing our community outreach opportunities (Fremont-Union, Alta Vista, Santa Clara Education, etc) | Winter 2016 | Number of course Sections |
| | | |

2B. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

| Resource Request | \$ | Program Objective (Section 2A) | Type of Resource Request | | | |
|------------------|--------|--------------------------------|-------------------------------------|--------------------------------|-------------------------------|--------------------------|
| | | | Full-Time Faculty/Staff Position | One-Time B-Budget Augmentation | Ongoing B-Budget Augmentation | Facilities and Equipment |
| Instructor | salary | 1-3 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

Jeanne Thomas and Nicole Kerbey perform these department duties and hours reflect total hours for both faculty unless specifically noted.

These duties are conducted for the academic year plus the summer quarter as needed.
\$19,200 for duties associated with department chair responsibilities.

Hiring and mentoring adjunct faculty (40 hours annually), curriculum development and revision (30 hours annually), writing the department program review (30 hours annually), CHLD course scheduling (80 hours annually-Jeanne), CHLD representative in partnerships with community educational organizations for off-campus classes (20 hours annually-Jeanne), coordinating department SLOs (25 hours annually-Nicole), mentoring and advising program students (15 hours annually-Jeanne and 50 hours annually-Nicole-currently compensated through Perkins fund), participating in professional organizations and outreach to build liaisons, increase enrollment and provide opportunities for students (15 hours annually-Jeanne and 15 hours-Nicole/currently compensated through Perkins fund.)
This is approximately 320 faculty hours through 4 quarters, or based on Appendix G of the Agreement \$19,200.

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

3B. Attach 2014-2015 Program-Level Outcomes: 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: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

4A. Strengths and successes of the program as evidenced by the data and analysis:

The Child Development Department should be commended on its efforts in advising and working with students to get their permits and degrees. Faculty regularly send out a newsletter and have social gatherings to establish a sense of community for students in this field. This department also offers multiple certificate options, an AA and an AA-T. There is growing demand for online courses which the department has responded to in the last 2 years. It should also be noted that the department also responded to concerns last year about its low productivity. That number has increased from 363 to 405 this year (11%).

4B. Areas of concern, if any:

Although productivity increased this year, it is still below the college target. There are several classes with productivity below 250. However, this is likely due to decreasing enrollment at the Middlefield Campus. It has been difficult as we move from the Middlefield campus to Sunnyvale. Just based on location alone, the two campuses serve very different populations. This department has been working very closely with Dawn Giradelli, Dean of Middlefield Campus to increase enrollment at Middlefield, which has not improved, and to also plan for a new schedule and program offerings at the new Sunnyvale campus set to open in Fall 16.

4C. Recommendations for improvement:

I recommend continued dialogue and planning between the Dean and faculty. While marketing plays a strong role in mitigating productivity issues, I suggest taking a close look at the schedule and past enrollment numbers from the last 3 years. Some of the lower enrolled classes could be consolidated to a once a year or every alternate year offering to ensure greater numbers. Another recommendation is to develop a master schedule for an entire year and conveying this information to counselors before Summer 16. Students can then plan their year accordingly.

Overall this is an impressive department with very dedicated faculty who go above and beyond to help their students gain a career in this field.

4D. Recommended Next Steps:

- ☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

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 |
|---|--|---|-------------------------|
| <p>Department - Child Development (CHLD) - CHLD 1 - CHILD DEVELOPMENT: PRENATAL TO EARLY CHILDHOOD - SLO 1 - Identify the behaviors and characteristics of children birth through early childhood.</p> <p>(Created By Department - Child Development (CHLD))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/30/2012</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Exam essay question-Rubric will be used</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> | <p>01/25/2013 - I found that the course contributed to the students' knowledge of children. The before lists were written prior to our coverage of the specific age group and then they were asked to complete the writing assignment again after we were done lecturing and reading about that age group. Comparing lists (by the same student) showed that the first list consisted of basic knowledge of children, the second list showed a deeper understanding of behaviors and characteristics of children. Each student completed 4 assignments 2 each for the infant age group and the early childhood age group.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> | |
| | <p>Assessment Method: Group project presentation assignment</p> <p>Assessment Method Type: Presentation/Performance</p> | | |
| <p>Department - Child Development (CHLD) - CHLD 1 - CHILD DEVELOPMENT: PRENATAL TO EARLY CHILDHOOD - SLO 2 - Demonstrate knowledge of the major influences to development including culture, heredity, and environmental factors.</p> <p>(Created By Department - Child Development (CHLD))</p> | <p>Assessment Method: Pre and post test</p> <p>Assessment Method Type: Pre/Post Test</p> | | |
| | <p>Assessment Method: In-class</p> <p>Assessment Method Type: Discussion/Participation</p> | <p>04/15/2013 - Students were able to demonstrate understanding of the major influences in both class discussion (photo available) and on the midterm exam.</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---|-------------------------|
| Assessment Cycles: End of Quarter Start Date: 09/30/2012 Course-Level SLO Status: Active | | Result: Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: Students were able to successfully demonstrate their understanding of these concepts. | |
| | Assessment Method: Group project presentation assignment Assessment Method Type: Presentation/Performance | 01/01/2015 - Small Group Presentation (on ECE topic of choice) included theoretical reference and theoretical point of interest during presentation Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| | | 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 | |
| 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: | Assessment Method: Test Assessment Method Type: Pre/Post Test | 01/01/2015 - Test Question- What is a teratogen, and describe its harmful effects; to include threshold effects and critical period. The most important finding was, students seemed to enjoy this particular subject/topic and provided much discussion around personal experiences, and/or current professional experiences) Result: Target Met Year This Assessment Occurred: 2014-2015 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|--|-------------------------|
| 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 | 01/24/2013 - Students increased their knowledge of typical behaviors by recognizing behaviors when they saw them happening on the videos and in person. Students were able to write about the behaviors they observed as being a part of development at this age as well as anticipate what 'next steps' in development would look like based on specific developmental theories. Result: Target Met Year This Assessment Occurred: 2012-2013 Resource Request: more videos could be purchased or accessed from the library as the video is a clear teaching tool for observing and talking about typical development. | |
| | Assessment Method: Observation and written report assignment | 01/01/2015 - Students were able to share what they learned about behaviors and characteristics | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---|-------------------------|
| | Assessment Method Type: Class/Lab Project | through the observation in great detail however making connections to terms and concepts from class & from text book was more challenging for most students. Changing the assignment from previous quarters to observe BOTH age groups (rather than an option to choose one) was more effective as students made comparisons based on being familiar with characteristics and behaviors of both age groups. Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| Department - Child Development (CHLD) - CHLD 2 - CHILD DEVELOPMENT: MIDDLE CHILDHOOD TO ADOLESCENCE - SLO 2- Milestones - Identify and describe major developmental milestones of middle childhood development and adolescence. (Created By Department - Child Development (CHLD)) Start Date: 09/30/2012 Course-Level SLO Status: Active | Assessment Method: Pre and Post test Assessment Method Type: Pre/Post Test | 01/01/2015 - Students were able to describe and identify aspects of their lives that influenced their development. Many students shared the context of their siblings who are younger and now in middle childhood/adolescence. Students were engaged in talking about their contexts (culture, heredity and environment) and making connections to development as they shared multiple perspectives with one another. Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| | 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: Target Met Year This Assessment Occurred: 2013-2014 03/31/2013 - Most of the discussion on this topic occurred in the beginning of the term. On the first, | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|--|-------------------------|
| | | <p>in-class essay, 7/9 scored the 3 -4 of the points needed (two students scored a 2). By the third essay (on the first test) 8/10 received a 3-5 (with 4 students scoring an excellent 5; none had a 5 on the first essay) One student scored a 2 and one scored 1. On the final 8/10 received scores of 3-5. However, only 1 scored a 5, with most scoring 3's. As before one student scored a 2, and one student scored a 1. One student improved from a 2 to a 5 by the end of the course. However, most students peaked on the third essay, and one student's score decreased, and another remained low (2). On the whole, most of the class (80%) met the objective.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |
| <p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 04/01/2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method:</p> <p>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.</p> <p>2. Post test of SLO:</p> <p>(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.</p> <p>Assessment Method Type: Pre/Post Test</p> | <p>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.</p> <p>Result:</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|---|-------------------------|
| | | 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)) Course-Level SLO Status: Active | 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 Assessment Method Type: Exam - Course Test/Quiz | 02/12/2012 - I found that the students did understand the theories of Piaget and Vygotsky. They were able to come up with lists of activities with their peers, and then were able to demonstrate this understanding by identifying and explaining their reasoning on the quiz. Result: Target Met Year This Assessment Occurred: 2011-2012 | |
| 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 | 02/12/2012 - I found that students were able to come up with a number of quality ideas on their own, and were receptive of ideas that I came up with as well. Result: Target Met Year This Assessment Occurred: 2011-2012 | |
| Department - Child Development (CHLD) - CHLD 50 - SCHOOL-AGE CHILD (5-12): BEHAVIOR & DEVELOPMENT - SLO 3 - Conflict Resolution - Demonstrate understanding of how to teach conflict resolution skills to children. (Created By Department - Child Development (CHLD)) Course-Level SLO Status: Active | Assessment Method: Pre and Post Test Assessment Method Type: Pre/Post Test | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---|-------------------------|
| <p>Department - Child Development (CHLD) - CHLD 50A - INFANT/TODDLER DEVELOPMENT - SLO 1 - Relationship Based Learning - Identify the principles of relationship based learning with infants and toddlers. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p> | <p>04/16/2015 - 1. Students used the “3R interactions” method to demonstrate their learning most effective when video clips were also shown to use as a basis for discussion.</p> <p>2. Using the Infant/toddler Learning and Development Foundations (published by the CA Dept. Of Educ.) was extremely helpful to students as a way of recognizing infant’s progression of development and our discussion could then go to how relationships effect that typical/atypical progression.</p> <p>3. Students were able to share verbally and in written reflection how significant relationships in their lives may have shaped their own (or their children’s) development as infants/in early childhood.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> | |
| | | <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|--|---|
| | | <p>2013-2014</p> <p>03/31/2013 - 1. Students learned to recognize interactions adults (themselves) can have with infants & toddlers that support the child's development.</p> <p>2. Students thinking changed as far as expecting objects to 'teach' rather than the significance of interpersonal relationships and experiences.</p> <p>3. Students were better able to articulate their new knowledge and recognize it as a form of possible advocacy for children and families.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> | |
| | | <p>05/11/2012 - 1. Students learned to recognize interactions adults (themselves) can have with infants & toddlers that support the child's development.</p> <p>2. Students thinking changed as far as expecting objects to 'teach' rather than the significance of interpersonal relationships and experiences.</p> <p>3. Students were better able to articulate their new knowledge to each other and as a practice of how they will use this knowledge in the workplace.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | <p>05/11/2012 - I would like to revise the real world project to offer students more opportunity to share what they learn in their research with the community and people with whom they live & work, to offer more practice speaking up on behalf of infants & toddlers and themselves as early childhood professionals.</p> |
| <p>Department - Child Development (CHLD) - CHLD 50A - INFANT/TODDLER DEVELOPMENT - SLO 2 - Developmental Pathways - Compare developmental pathways of young infants, mobile infants, and toddlers. (Created By Department - Child Development (CHLD))</p> | <p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p> | <p>03/31/2013 - The organization of materials supported student learning by using the same "ages of infancy" in the book as in the PITC video and in class assignments and test.</p> <p>Written work given as a take home writing format resulted in responses from students that were more thoughtful and complete than previous in-</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---|-------------------------|
| Course-Level SLO Status: Active | | <p>class writing has produced.</p> <p>Students are able to integrate their own personal experience and perspective into their learning which makes content more meaningful to their individual experience.</p> <p>Asking students open ended questions with specific content to include was an effective way to measure their ability to demonstrate their learning and ability to make connections within presented material.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |
| | | <p>05/11/2012 - 1. This concept was one that most students didn't know about before this class - they just saw infancy as one point in development. 2. reflections showed that students became better able to identify infant's skills and behaviors and put this into developmental context. 3. students became more in tune with the subtle changes in infant development 4. they have learned to place these observations in 'individual child' context - not so specifically following chronological age stages.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p> | |
| | <p>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</p> | <p>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.</p> <p>2. Portfolio made for success of individual students with a variety of learning methodologies.</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|-------------------------|
| | | <p>3. Students were able to integrate their own personal experience and reflections into their learning which makes content more meaningful to their individual experiences.</p> <p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p> | |
| Department - Child Development (CHLD) - CHLD 50A - INFANT/TODDLER DEVELOPMENT - SLO 3 - Cultural Patterns - Recognize the differences between independent and interdependent cultural patterns. (Created By Department - Child Development (CHLD)) | <p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p> | | |
| Course-Level SLO Status: Active | <p>Assessment Method: The topic was discussed within class content and was a part of required readings.</p> <p>Assessment Method Type: Discussion/Participation</p> | <p>04/16/2015 - 1. The larger idea of cultural diversity was discussed more than the specifics of independent/interdependent cultural patterns.</p> <p>2. We may need to review the SLO's and perhaps change this one to reflect the larger context of culture as this came up last Winter as well.</p> <p>3. The concept of relationship based care led to the idea of "it depends" and culture / cultural patterns was named as one of the characteristics dependent on how to best build, support and maintain relationships with infants and their families and to facilitate developmental progression.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|--|-------------------------|
| | | <p>04/10/2014 - 1. What were your most important findings from your data? (write two to five sentences summarizing your findings.</p> <p>The larger idea of cultural diversity was discussed and more pressing to this group than the specifics of independent/interdependent cultural patterns.</p> <p>Reminds me that I need to review the SLO's and perhaps change this one to reflect the larger context of culture.</p> <p>This group of students were very aware of culture and anti-bias curriculum ideas as the course CHLD 51A – Affirming diversity - was mentioned by name as a resource in better understanding this content.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p> | |
| <p>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))</p> <p>Assessment Cycles: End of Quarter</p> | <p>Assessment Method: In-Class Assessment Method Type: Discussion/Participation</p> | <p>04/16/2015 - We had 11 students in class. Out of 60 points, 55% of the students received 50-60 points. 45% received 42-49 points. The students commented that they enjoyed this project because they could select the topic of their choice.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p> | |
| <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Exam Assessment Method Type: Exam - Course Test/Quiz</p> | <p>04/15/2013 - Students were asked to identify the goals of multicultural education and ways to meet the goals in the early childhood classroom in both class discussion and on the final exam.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|--|-------------------------|
| | | GE/IL-SLO Reflection: Students were able to identify and give examples of how the goals will be met in the early childhood classroom. | |
| 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 | 04/15/2013 - Students participated in several in-class discussions that covered the areas of diversity and stereotypes. Result: Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: Students were able to express understanding of diversity and stereotypes and how they influence children and ourselves. | |
| | 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 | |
| | Assessment Method: Analysis of children's books and the messages they send Assessment Method Type: Class/Lab Project | 04/16/2015 - For the book project, out of 40 points, 82% of the students received 36-40 points. 18% received 30-35 points. In the mid term, 73% of the students received 45-50 points and 27% received 41-44 points. Result: Target Met Year This Assessment Occurred: 2014-2015 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Department - Child Development (CHLD) - CHLD 51A - AFFIRMING DIVERSITY IN EDUCATION - Student Learning Outcome #3 - Assess children's development of understanding of diversity and the meaning of multicultural education. (Created By Department - Child Development (CHLD)) | 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 Year This Assessment Occurred: 2013-2014 | |
| Assessment Cycles: End of Quarter | | | |
| Course-Level SLO Status: Active | | | |
| 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)) | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | 09/30/2015 - • It was both an in class activity which required documentation and also extended the learning into a test question. Collected students interests and knowledge the first day and last day. (pre & post assessment) • Embedded written and verbal reflection activities to help determined level of understanding of both content and practice. • Presenters in various disciplines (occupational therapist, Infant educator, Vision Specialist) were valuable to hear from because they “live” the workforce and brought the realities to the actual work. • Site visit of both an Early Intervention classroom and Occupational classroom brought life to the content from the text. Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| Course-Level SLO Status: Active | | | |
| | | 08/05/2012 - Students were able to identify professionals involved in the supporting children and families through the IFSP/IEP system. They understood relationships between therapists, family members and educators. They expressed the role of the educator in this team and strategies | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | to be successful. Result: Target Met Year This Assessment Occurred: 2011-2012 | |
| | 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 By Department - Child Development (CHLD)) Course-Level SLO Status: Active | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | 08/05/2012 - Students that had previous or current work experience related to children with special needs or even typically developing children in a variety of settings, found the content easier to understand and relate to as far as making adaptations/modifications to effective learning environments. Students new to this content (with out prior knowledge or experience) relied on the in class presentations more to understand and learn concepts. It was peer support, observation and interactions - social learning - that was interesting to find as most effective. For students that haven't yet taken CHLD 53NP (Atypical Development) it is necessary to cover some content from that course | 08/05/2012 - There will be no official changes, yet for students that haven't yet taken CHLD 53NP (Atypical Development) it is necessary to cover some content from that course in order to help students be prepared for CHLD 53NC (Inclusion Strategies). |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>in order to help students be prepared for CHLD 53NC (Inclusion Strategies).</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| | <p>Assessment Method: student group presentation assignment</p> <p>Assessment Method Type: Presentation/Performance</p> | <p>10/13/2014 - Measured by student self-evaluation and peer evaluations.</p> <p>The concepts of environment arrangement and 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.</p> <p>Changes that will be made: -Teaching methods – perhaps bring in guest speakers or go on 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.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>Department - Child Development (CHLD) - CHLD 53NC - SUPPORTING CHILDREN WITH SPECIAL NEEDS IN CHILDREN'S PROGRAMS - SLO 3 - Community Support Services - Identify a variety of children's programs in the community and have knowledge of the services they offer. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p> <p>Assessment Method: The community resource assignment Assessment Method Type: Discussion/Participation</p> | <p>09/30/2015 - We had a pre and post discussion on students knowledge of community resources. Pre knowledge was accessed in an in class activity and post knowledge was demonstrated through the written report.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p> | |
| <p>Department - Child Development (CHLD) - CHLD 53NP - DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS - SLO 1 - Special Needs - Define and describe a variety of specific diagnosed disabilities and other special needs conditions. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p> | <p>01/25/2013 - Students had an increased understanding of the varying kinds of conditions and disabilities. It seemed effective to provide students the opportunity to learn what it's like to be learning disabled, how people with a disability are unfairly treated and talked about.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> <p>03/12/2012 - Students were able to define and describe characteristics of the specific diagnosed disabilities. They were able to recognize characteristics of disabilities in relation to expected behaviors and observed behaviors & skills. It was more difficult to convey understanding disability as it is very much based on understanding individual children.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p> | <p>03/12/2012 - By expanding the observation assignment to include more focus on a specific disability this will offer students more real-world experience to first hand better understand an individual with a specific disability.</p> |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|-------------------|--|--|-------------------------|
| | Assessment Method: In small groups of two, students were given certain conditions to learn, write down and prepare to articulate characteristics of conditions to class peers. Assessment Method Type: Presentation/Performance | | |
| | Assessment Method: Test- essay question Assessment Method Type: Essay/Journal | 01/01/2015 - • It was evident that students were most impacted by the personal stories of families. • One of the most powerful findings was after showing the video called FAT city; a demonstration of what it likes to be LD. Students reflected how much more they needed to be aware of differences. • The section on laws in Special education also impacted students awareness as they did not realize how Special Ed laws are directly tied to the historic discrimination of Rose Parks. Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| | | 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 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 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>effective-time to process content via small group activities.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | |
| <p>Department - Child Development (CHLD) - CHLD 53NP - DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS - SLO 2</p> <p>- 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))</p> | <p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p> | <p>01/25/2013 - I would strengthen the opportunities to bring additional resources that help students learn about the difference between typical and atypical behavior...many were not yet familiar with basic child development.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> | |
| <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: 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.</p> <p>Assessment Method Type: Class/Lab Project</p> | | |
| | <p>Assessment Method: Test- essay question</p> <p>Assessment Method Type: Essay/Journal</p> | <p>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.</p> <p>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.</p> | |

| 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 | |
| | | 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 | |
| | Assessment Method: Test Questions and Reflection Papers | 01/01/2015 - Test questions, group discussions and reflection papers before learning about conditions then after increased familiarity. <ul style="list-style-type: none"> • It was evident that students were most impacted by the personal stories of families. • One of the most powerful findings was after showing the video called FAT city; a demonstration of what it likes to be LD. Students reflected how much more they needed to be aware of differences. Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| 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)) | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | 01/25/2013 - It was a great impact by having speakers in the Special Education profession speak about the importance of family, how to communicate with respect and learn skills in listening. Not too much learning about the laws, the terminologies and related laws are too intense a subject to focus on, as it is for most in the course a new discipline for them to learn about. | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Course-Level SLO Status: Active | | Result: Target Met Year This Assessment Occurred: 2012-2013 | |
| Department - Child Development (CHLD) - CHLD 54A - A GREAT PLACE TO WORK: DEVELOPING A HEALTHY ORGANIZATIONAL CLIMATE IN EDUCATION - SLO 1 - Demonstrate understanding of the different dimensions that contribute to a school's work climate. (Created By Department - Child Development (CHLD)) Assessment Cycles: End of Quarter Course-Level SLO Status: Active | Assessment Method: Each student created an action plan for achieving greater leadership skills and effectiveness. Assessment Method Type: Class/Lab Project | 09/30/2015 - Students were optimistic about their plans of action. I observed that students felt empowered to make these changes. Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| Department - Child Development (CHLD) - CHLD 54A - A GREAT PLACE TO WORK: DEVELOPING A HEALTHY ORGANIZATIONAL CLIMATE IN EDUCATION - SLO 2 - Develop practical strategies for creating an excellent work place climate. (Created By Department - Child Development (CHLD)) Assessment Cycles: End of Quarter Course-Level SLO Status: Active | Assessment Method: Reflecting upon their own workplace, students created an action plan for changing the organizational and shared with their students. Assessment Method Type: Class/Lab Project | 09/30/2015 - Students were optimistic about their plans of action. I observed that students felt empowered to make these changes. Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| Department - Child Development (CHLD) - CHLD 54B - THE RIGHT FIT: RECRUITING, SELECTING, AND ORIENTING STAFF - SLO 1 - Identify the challenges of staff recruitment (Created By Department - Child Development (CHLD)) | Assessment Method: Each student created an action plan for achieving greater success in staffing their early care and education programs. Assessment Method Type: Class/Lab Project | 09/30/2015 - Students were optimistic about their plans of action. I observed that students felt empowered to make these changes. One student reported later that she put her plan into action immediately because her child care program was interviewing for a director position. Result: | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Assessment Cycles: End of Quarter Course-Level SLO Status: Active | | Target Met Year This Assessment Occurred: 2014-2015 | |
| Department - Child Development (CHLD) - CHLD 54B - THE RIGHT FIT: RECRUITING, SELECTING, AND ORIENTING STAFF - SLO 2 - Identify fit criteria to use in selecting the best applicant (Created By Department - Child Development (CHLD)) Assessment Cycles: End of Quarter Course-Level SLO Status: Active | Assessment Method: Each student created an action plan for achieving greater effectiveness in hiring and retaining teachers for their programs. Assessment Method Type: Class/Lab Project | 09/30/2015 - Students were optimistic about their plans of action. I observed that students felt empowered to make these changes. Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| Department - Child Development (CHLD) - CHLD 54C - LEADERSHIP IN ACTION: HOW EFFECTIVE DIRECTORS GET THINGS DONE - SLO 1 - Demonstrate understanding of the skills and competencies required for effective leadership (Created By Department - Child Development (CHLD)) Assessment Cycles: End of Quarter Course-Level SLO Status: Active | Assessment Method: Each student created an action plan for achieving greater leadership skills and effectiveness. Assessment Method Type: Class/Lab Project | 01/01/2015 - Students developed and shared their action plans to improve their leadership skills and interactions with their staff. Students were optimistic about their plans of action. I observed that students felt empowered to make these changes. Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| Department - Child Development (CHLD) - CHLD 54C - LEADERSHIP IN ACTION: HOW EFFECTIVE DIRECTORS GET THINGS DONE - SLO 2 - Identify the values and beliefs that shape leadership behavior (Created By Department - Child Development (CHLD)) Assessment Cycles: End of Quarter Course-Level SLO Status: Active | Assessment Method: Reflecting upon their own job responsibilities, students created an action plan for changing typical management functions of their positions to ones which reflect 'leadership'. Assessment Method Type: Class/Lab Project | 01/01/2015 - Course included in depth discussion of the differences between leadership and management. This course was very interactive and reflective. Students developed and shared their action plans to improve their leadership skills and interactions with their staff. Students were optimistic about their plans of action. I observed that students felt empowered to make these changes. Result: | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Active | | Target Met Year This Assessment Occurred: 2014-2015 | |
| Department - Child Development (CHLD) - CHLD 54D - FROM THE INSIDE OUT: THE POWER OF REFLECTION AND SELF-AWARENESS - SLO 1 - Demonstrate knowledge of the importance of reflective practice and steps to becoming a self-mentor (Created By Department - Child Development (CHLD)) Assessment Cycles: End of Quarter | Assessment Method: Reflecting upon their own job and life responsibilities, students created an action plan for implementing reflective practice in their personal and professional life. Students shared these plans both in writing for future use and through in-class discussions and presentations. Assessment Method Type: Class/Lab Project | 09/30/2015 - Students were optimistic about their plans of action. I observed that students felt empowered to make these changes. Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| Course-Level SLO Status: Active | | | |
| Department - Child Development (CHLD) - CHLD 54D - FROM THE INSIDE OUT: THE POWER OF REFLECTION AND SELF-AWARENESS - SLO 2 - Describe "purpose" and the factors that contribute to professional fulfillment (Created By Department - Child Development (CHLD)) Assessment Cycles: End of Quarter | Assessment Method: Reflecting upon their own job and life responsibilities, students explored in reflective practice, writing and discussion their 'purpose' as related to their professional work and personal life. Assessment Method Type: Essay/Journal | 09/30/2015 - Students were enthusiastic about sharing their reflection findings. They valued the questions and input from their discussion groups and the conversations were lively- a lot of "aha's". Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| Course-Level SLO Status: Active | | | |
| Department - Child Development (CHLD) - CHLD 56 - OBSERVATION & ASSESSMENT - SLO 1 - Documentation Panel - Identify the different components of a documentation panel. (Created By Department - Child Development (CHLD)) Course-Level SLO Status: Active | Assessment Method: Create and present a documentation panel. Rubric will be used Assessment Method Type: Presentation/Performance | 01/01/2015 - - Students were able to identify what goes on a document panel, produce one and explain the various parts. 14 out of the 15 assignments submitted got passing grades. Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| | | 04/21/2014 - Students were able to demonstrate that they understood what makes up a documentation panel, by demonstrating that | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>knowledge with the construction of their own. All students earned a grade of B or higher on this assignment.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | |
| | | <p>01/25/2013 - I found that discussing observation methods in class and sending my students out to complete these observations (assignments) in the field, greatly contributed to their knowledge of observation techniques and practices. From this experience they were able to gain much information about the children they were observing and they were able to plan for these children using this information. This provided them with quality experiences they will need in the field of child development. This knowledge was demonstrated to me through their assignments and by the performance on their final exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> | |
| | | <p>08/31/2012 - Previously I have assigned this project following a lecture on documentation panels. The students seemed to need additional reading to understand the elements of a documentation panel. I assigned two additional readings that were available to students on-line. The combination of the lecture and readings enhanced the understanding of the assignment and production of their panels. I directly linked the panel assignment to the child they were observing which was linked to the Desired Results Developmental Profile.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>Department - Child Development (CHLD) - CHLD 56 - OBSERVATION & ASSESSMENT - SLO 2 - Observation Process - Demonstrate knowledge of the process of identifying individual needs through observation. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Assemble a portfolio including a narrative statement to demonstrate this process - Rubric will be used</p> <p>Assessment Method Type: Class/Lab Project</p> | <p>01/25/2013 - I found that discussing observation methods in class and sending my students out to complete these observations (assignments) in the field, greatly contributed to their knowledge of observation techniques and practices. From this experience they were able to gain much information about the children they were observing and they were able to plan for these children using this information. This provided them with quality experiences they will need in the field of child development. This knowledge was demonstrated to me through their assignments and by the performance on their final exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> | |
| <p>Department - Child Development (CHLD) - CHLD 56 - OBSERVATION & ASSESSMENT - SLO 3 - Observational Data Collection - Describe the various methods of collecting observational data on children. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Assessment Method: Students demonstrated proficiency through classroom assignments and answers to questions on the final exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> | <p>01/01/2015 - 100% of the students were able to answer question #2 on the test satisfactorily. "2. Describe what observational methods can be used to collect information about the children in your care."</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>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</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>who took the Final Exam, passed it with an "A" grade.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | |
| <p>Department - Child Development (CHLD) - CHLD 56N - PRINCIPLES & PRACTICES OF TEACHING YOUNG CHILDREN - SLO 1 - Best Practices - Interpret best teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies, and ethical standards. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Inactive</p> | <p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p> | <p>09/30/2015 - 47% of students answered the pre-test question correctly. 59 % of the students answered the post test question correctly. lecture /discussion related to the question will be emphasized in future classes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> | |
| | | <p>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.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | |
| | | <p>01/25/2013 - 47% of students answered the pre-test question correctly. 53 % of the students answered the post test question correctly. curriculum related to the question will be emphasized in future classes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> | |
| | | <p>02/12/2012 - 73% of students answered the pre-test question correctly. 50 % of the students answered the post test question correctly. In the post test, 16 students answered the question correctly and 16 answered it incorrectly. The</p> | <p>02/12/2012 - Curriculum related to the question will be emphasized in future classes.</p> |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>wording of the question is somewhat tricky but students are expected to analyze questions carefully before they answer. I did not mention that this question was a repeat from their first test. The question was also last on the test so students may have not taken the time to assess their answer. I am curious as to why this occurs and I will consider embedding it in the test in the future rather than at the end.</p> <p>Result: Target Not Met Year This Assessment Occurred: 2011-2012</p> | |
| <p>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))</p> <p>Course-Level SLO Status: Inactive</p> | <p>Assessment Method: Embedded exam question Assessment Method Type: Exam - Course Test/Quiz</p> | <p>09/30/2015 - Correct answers increased from 54% to 65%. Through discussion and videos, additional focus was placed on the early childhood teacher's role in addressing the needs of the whole child.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p> <p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p> <p>01/25/2013 - Correct answers increased from 57% to 67%. Through discussion and videos, additional focus was placed on the early childhood teacher's role in addressing the needs of the whole child.</p> <p>Result: Target Met Year This Assessment Occurred:</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | 2012-2013 05/11/2012 - Correct answers increased from 39% to 68%. Through discussion and videos, additional focus was placed on the early childhood teacher's role in addressing the needs of the whole child. Result: Target Met Year This Assessment Occurred: 2011-2012 | |
| Department - Child Development (CHLD) - CHLD 56N - PRINCIPLES & PRACTICES OF TEACHING YOUNG CHILDREN - SLO 3 - Play - Examine the value of play as a vehicle for developing skills, knowledge, dispositions and strengthening relationships among young children. (Created By Department - Child Development (CHLD)) | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | | |
| Course-Level SLO Status: Active | | | |
| Department - Child Development (CHLD) - CHLD 56N - PRINCIPLES & PRACTICES OF TEACHING YOUNG CHILDREN - SLO 4 - Ethical Conduct - Demonstrate an understanding of ethical and professional standards based upon NAEYC's Code of Ethical Conduct. (Created By Department - Child Development (CHLD)) | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | | |
| Course-Level SLO Status: Active | | | |
| Department - Child Development (CHLD) - CHLD 59 - WORKING WITH SCHOOL-AGE CHILDREN: PRINCIPLES & PRACTICES - SLO 1 - Behavior Identification - Identify the behaviors and characteristics of children ages five to twelve years. (Created By Department - Child Development (CHLD)) | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | 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 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Course-Level SLO Status: Active | | 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 | |
| | | 07/02/2013 - The course is well organized with SLO and course requirements. Students are interested in the course activities and they found it very interesting to learn more about children's behavior through observations. Their reflections were emphasizing the fact that we learn more about children's behavior by observing them in their natural condition. After listening their reflections and experiences in each lecture I helped them to be more focused on recording behaviors of children. It helped them to understand Educators role in meeting the developmental needs and requirements of children in a school-age care program. | |
| | | Result: Target Met Year This Assessment Occurred: 2012-2013 | |
| | | 05/11/2012 - Students knew very little about the behaviors and characteristics of children ages five to twelve at the beginning of class. They could only identify 3-5. When asked to identify behaviors and characteristics for the midterm , they were able to identify 5-8. Result: Target Met Year This Assessment Occurred: 2011-2012 | |
| | Assessment Method: Class case problem solving and discussions | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | Assessment Method Type: Class/Lab Project | | |
| <p>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))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Program Design Project</p> <p>Assessment Method Type: Class/Lab Project</p> | <p>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.</p> <p>Assignment # 2 helped them to develop curriculum activities for all children with varied abilities and capabilities.</p> <p>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.</p> <p>I found this course has successfully achieved SLO 2, i.e. developmentally appropriate, high quality school-age child care with Program design project.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>07/02/2013 - The course is well organized with SLO and course requirements. Students are interested in the course activities and the course is very helpful for students who are planning to work as School-Age Program Teachers. The course covers Developmentally Appropriate Practice (DAO), Planning High Quality School Age Program and School-Age Care Environmental Rating Scale (SACERS). I found students were</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>very engaged in the class activities and satisfied with the course. I have learned lot while applying different teaching-learning strategies for meeting their needs and learning requirements.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |
| | | <p>05/11/2012 - By the time of the midterm exam students indicated an increased knowledge and understanding of developmentally appropriate and high quality child care for school-aged children.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p> | |
| <p>Department - Child Development (CHLD) - CHLD 59 - WORKING WITH SCHOOL-AGE CHILDREN: PRINCIPLES & PRACTICES - SLO 3 - Effective Caregivers - Define the characteristics of effective caregivers. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p> | | |
| <p>Department - Child Development (CHLD) - CHLD 63N - ARTISTIC & CREATIVE DEVELOPMENT - SLO 1 - Creative Growth - Compare and contrast methods that encourage and discourage creative growth in the young child. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p> | <p>Assessment Method: Each student was required to observe a group of children participating in an open-ended project that encouraged creativity and observe a group of children participating in a close ended project that discouraged creativity. The final part of the assignment was to write a reflective paper comparing and contrasting the two observations and</p> | <p>07/01/2015 - After reading their papers describing their two observations and their feelings describing their experience with process versus product oriented experiences I felt the students really had a grasp about the difference between them. During our class discussion the students shared how they felt as they participated in each experience. In their papers they compared the two experiences and described the time and</p> |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | <p>the creative growth that incurred from the two experiences.</p> <p>Assessment Method Type: Essay/Journal</p> | <p>freedom children were allowed when experiencing the open ended project. Many of the students described hearing the teacher commenting to the child about the final product during the product oriented activity. There were comments such as, "What a pretty picture" or " You put the legs in just the right spots." One student said they observed a teacher adding more items to a child's project. During the discussion the students commented about the contrast of the two environments while the children participated in the two different experiences. There was more noise and conversation during the open ended project and they observed more cooperation amongst the children. During our class I observed the college students reactions to the two different activities that they participated in which was an open ended painting experience and then portraits of a person at their table. They were talking, giggling, and enjoying the process during the open ended painting activity. During the drawing of a portrait of their class mate it was very quiet in the room and there were frowns on some of their faces and the sound of sighs.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> | |
| | | <p>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</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p> | |
| | | <p>03/12/2012 - The outcome from the student's papers was the understanding of encouraging creative growth through the use of methods such as allowing time, enough materials, not providing a model/sample, and allowing for the freedom to create. The students had the opportunity to observe children participating in a project with rules, structure, and a focus on a finished project and then to observe the opposite experience with the open ended project. They wrote about the amount of time children spent, the amount of conversation during the projects, the demand of assistance from the adults, and the body language of the children being observed.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p> | |
| | <p>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 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</p> | <p>06/30/2013 - The outcome from the student's papers was the understanding of encouraging creative growth through the use of methods such as allowing time, enough materials, not providing a model/sample, and allowing for the freedom to create. The students had the opportunity to observe children participating in a project with rules, structure, and a focus on a finished project and then to observe the opposite experience with the open ended project. They wrote about the amount of time children spent, the amount of</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | <p>experiences. I also had the students experience the difference of presenting the same activity in two different ways during class.</p> <p>Assessment Method Type: Essay/Journal</p> | <p>conversation during the projects, the demand of assistance from the adults, and the body language of the children being observed.</p> <p>I think the additional experience that the students experienced for themselves was very valuable. They had a lot of thoughts about how they felt being told how to do something versus being allowed to experiment and “play” with the materials.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> | |
| <p>Department - Child Development (CHLD) - CHLD 63N - ARTISTIC & CREATIVE DEVELOPMENT - SLO 2 - Sensitivity to the Arts - Identify the benefits of using a variety of media to promote children's sensitivity to, and use of various tactile, visual and performing arts. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p> | <p>07/01/2015 - The students were assigned to answer questions at the beginning and end of the quarter about using different art media with children. I compared their answers and I observed the students during their experiences with the various mediums and how they expressed themselves with the materials. During our class discussions they would compare the difference between drawing with pastels versus charcoal versus colored pencils.</p> <p>I was pleased that the students were excited about providing a variety of art mediums with the children they teach. They realized that it provided the development of various skills and creative experiences and would encourage creative growth. After having first hand experiences themselves with the various creative mediums they had the confidence to use them with the children. 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.</p> <p>Result:</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>Target Met Year This Assessment Occurred: 2014-2015</p> <p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p> <p>06/30/2013 - The most important findings from my data: The students wrote in their final essay question that they were leaving this course with more confidence in providing various creative mediums in their classrooms after experiencing them first hand. They were exposed to new materials such as textiles, cardboard "x's", charcoal, pastels etc that they will bring those materials into their classrooms. They wrote about the value of having the time and freedom to explore with the materials which allowed for their own creative self to grow. The students would also share during class activities and supplies that they were trying with the children after they used them during our class. They were really excited to bring new ideas into their classrooms.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>03/12/2012 - The students wrote in their final essay question that they were leaving this course with more confidence in providing various creative mediums in their classrooms because they have now experienced them first hand. They were exposed to new materials such as charcoal, pastels etc that they can now bring into their classrooms. They wrote about the value of having the freedom to explore with the materials which allowed for their own creative self to grow.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p> | |
| <p>Department - Child Development (CHLD) - CHLD 63N - ARTISTIC & CREATIVE DEVELOPMENT - SLO 3 - Creativity - Understand the elements of creativity and creative thinking. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p> | | |
| <p>Department - Child Development (CHLD) - CHLD 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))</p> <p>Course-Level SLO Status: Inactive</p> | <p>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</p> | <p>01/25/2013 - Students were optimistic about their plans of action. I observed that students felt empowered to make these changes. Ideally, this class schedule would allow for setting goals, making changes over time and then assessing the changes. However, this 12 hour class was taught in a Friday/ Saturday format which is also why it was popular.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |
| | | <p>02/12/2012 - Students were optimistic about their plans of action to improve the organizational climate of their early care and education</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>programs. They set feasible goals and felt significant changes could be made. I observed that students felt empowered to make these changes.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p> | |
| <p>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))</p> <p>Course-Level SLO Status: Inactive</p> | <p>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</p> | <p>01/25/2013 - Students enjoyed sharing their reactions and experiences with each other. They learned from hearing other ideas and comparing them to their own. Ideally, this class schedule would allow for setting goals, making changes over time and then assessing the changes. However, this 12 hour class was taught in a Friday/ Saturday format which is also why it was popular. Result: Target Met Year This Assessment Occurred: 2012-2013</p> <p>02/12/2012 - Students enjoyed conceptualizing a healthy organizational climate and learned from their interactions with each other in the small group. Result: Target Met Year This Assessment Occurred: 2011-2012</p> | |
| <p>Department - Child Development (CHLD) - CHLD 68X - SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT - SLO 1 - Special Topics - Demonstrate research skills, critical thinking and application of knowledge in topical areas in the study of child development. (Created By Department</p> | <p>Assessment Method: In-depth study of specific topics related to the study of child development in a research project, written paper or online class written assignments. Assessment Method Type: Research Paper</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| - Child Development (CHLD)) | | | |
| Course-Level SLO Status: Inactive | | | |
| Department - Child Development (CHLD) - CHLD 68X - SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT - SLO 2 - Child Development Theory - Demonstrate knowledge of child development theory in the field of early care and education. (Created By Department - Child Development (CHLD)) | Assessment Method: Written paper, research project or online class writing assignments. Rubric will be used. Assessment Method Type: Research Paper | | |
| Course-Level SLO Status: Inactive | | | |
| Department - Child Development (CHLD) - CHLD 68Y - SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT - SLO 1 - Special Topics - Demonstrate research skills, critical thinking and application of knowledge in topical areas in the study of child development. (Created By Department - Child Development (CHLD)) | Assessment Method: In-depth study of specific topics related to the study of child development in a research project, written paper or online class written assignments. Assessment Method Type: Research Paper | | |
| Course-Level SLO Status: Inactive | | | |
| Department - Child Development (CHLD) - CHLD 68Y - SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT - SLO 2 - Child Development Theory - Demonstrate knowledge of child development theory in the field of early care and education. (Created By Department - Child Development (CHLD)) | Assessment Method: Written paper, research project or online class writing assignments. Rubric will be used. Assessment Method Type: Research Paper | | |
| Course-Level SLO Status: Inactive | | | |
| Department - Child Development (CHLD) - CHLD 68Z - SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT - SLO 1 - Special Topics - Demonstrate research skills, critical thinking and application of | Assessment Method: In-depth study of specific topics related to the study of child development in a research project, written paper or online class written assignments. | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| knowledge in topical areas in the study of child development. (Created By Department - Child Development (CHLD)) | Assessment Method Type: Research Paper | | |
| Course-Level SLO Status: Inactive | | | |
| Department - Child Development (CHLD) - CHLD 68Z - SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT - SLO 2 - Child Development Theory - Demonstrate knowledge of child development theory in the field of early care and education. (Created By Department - Child Development (CHLD)) | Assessment Method: Written paper, research project or online class writing assignments. Rubric will be used. Assessment Method Type: Research Paper | | |
| Course-Level SLO Status: Inactive | | | |
| Department - Child Development (CHLD) - CHLD 71 - PLANNING CREATIVE ART ACTIVITIES FOR CHILDREN - SLO 1 - Art Experience - Demonstrate the ability to plan, prepare, and facilitate an open-ended art experience. (Created By Department - Child Development (CHLD)) | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | 01/25/2013 - By the end of the course, my students were able to "demonstrate their ability to plan, prepare, and facilitate open-ended art experiences" through in-class group activities and by their written responses on the final exam (#1, 3 and 4). Result: Target Met Year This Assessment Occurred: 2012-2013 | |
| Course-Level SLO Status: Active | | | |
| | Assessment Method: The students are each given an activity plan template which they are to complete to demonstrate their knowledge about how to plan, prepare and facilitate an open-ended art experience. They are required to complete the form and to demonstrate to the class how to facilitate an activity. Assessment Method Type: Class/Lab Project | 07/01/2015 - Each student completes the Activity Plan Template. It has questions about what are the goals and objectives, materials needed, what happened when the children did the activity, how would you change if for next time, and how can it be expanded? Then each student demonstrates to the class how to facilitate the activity. This assignment gives all of them an opportunity to reflect upon an activity at their level of experience and knowledge about what are appropriate activities for young children and what goals does a teacher have in the back of their mind when they offer an activity to children. | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| 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 | 01/25/2013 - They were able to identify types of art media that could be used with young children as well and this was also demonstrated in their final exam (#2). Result: Target Met Year This Assessment Occurred: 2012-2013 | |
| | 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 | |
| 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: Pre/Post Test Assessment Method Type: Pre/Post Test | 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: | |
| | 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: | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | 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 | 05/11/2012 - Although the class spent a great deal of time on theories, when it came to writing about this in their assignment there was a disconnect. It seems that they need a practical way of applying the theories to their own lives to understand. Result: Target Not Met Year This Assessment Occurred: 2011-2012 | 05/11/2012 - Add a reflection to course that would allow students to apply theories to their own language development. |
| | Assessment Method: Question(s) on text Assessment Method Type: Exam - Course Test/Quiz | 07/02/2013 - In the pre-test, 6/16 or 38% could identify the language stage described. In the post test 15/15 or 100% answered correctly . Result: Target Met Year This Assessment Occurred: 2012-2013 | |
| | Assessment Method: Research paper: Outline the development of language and literature from birth through 3rd grade. (5 pages) Mid-term and final exam Assessment Method Type: Essay/Journal | 07/01/2015 - Students were able to use different resources (class text, reader, web) to provide information on development. Those that followed the guidelines for writing the paper did better. Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| 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 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>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 several activities in the language arts domain and therefore fewer in other domains.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p> | |
| | | <p>05/11/2012 - This was an amazing assignment and the interactive process was looked at from both a teacher perspective and a child's perspective. Topics included recycling, habitats, entering Kindergarten, gardening, chickens and eggs, etc.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p> | |
| | <p>Assessment Method: Question(s) on test Assessment Method Type: Exam - Course Test/Quiz</p> | <p>07/02/2013 - In the pre-test the average score was 3.33. 2 students scored a 1; 2 students scored a 2; 2 students scored 2.5; 1 student scored a 3; 1 student scored 3.5; 2 students scored a 4, 1 student scored a 4.5 and 4 students scored a 5. In the post-test, the average score was 4.2. 1 student scored a 1, 2 students scored a 4 or 4/5; and 10 students scored a 5. 1 student did not attempt the question.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |
| | <p>Assessment Method: At the beginning of class, students were asked to individually make a list props that could be used to act out Goldilocks and the</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | <p>Three Bears. On the last day of class, groups of 2 or 3 used props in a story re-enactment.</p> <p>Assessment Method Type: Pre/Post Test</p> <hr/> <p>Assessment Method: Small group work developing curriculum ideas about how to use children's literature to expand learning with emphasis on language development. Presenting their findings to the class.</p> <p>Assessment Method Type: Presentation/Performance</p> | <p>07/01/2015 - 1. Presented to the class. 2. Chose a children's book to read and provided a follow up activity to promote language development.</p> <p>The written evaluations indicated the students learned different strategies and practical applications. There was evidence that students understood the different stages of language development including how to observe and assess a child's development.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> | |
| <p>Department - Child Development (CHLD) - CHLD 72 - LANGUAGE DEVELOPMENT - SLO 3 - Social Context - Recognize and understand the importance of studying language development within a social context. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p> | <p>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.</p> <p>Result: Target Met</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | Year This Assessment Occurred: 2013-2014 | |
| | Assessment Method: In-class writing, coupled with group project Assessment Method Type: Class/Lab Project | | |
| | Assessment Method: 1: Paper: Discuss best practices for language development in the classroom environment. (2 pages) 2: Paper: Explain what caregivers and parents can do to promote early language and literacy skills and why it is so important to do so. (2 pages) 3: Mid-term, final exam Assessment Method Type: Essay/Journal | 07/01/2015 - Students became more aware of language and literacy opportunities throughout the curriculum rather than focusing solely on book. For example: using puppets, felts, and songs. Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| Department - Child Development (CHLD) - CHLD 73 - MUSIC & MOVEMENT IN THE EARLY YEARS - SLO 1 - Music and Development - Demonstrate knowledge of current research linking music to areas of development (Created By Department - Child Development (CHLD)) | Assessment Method: Review research and present findings ? Rubric will be used Assessment Method Type: Research Paper | 08/05/2012 - Students had a difficult time reflecting on the research presented and how to make that applicable in their working with children. Result: Target Not Met Year This Assessment Occurred: 2011-2012 | 08/05/2012 - Have small group discussions prior to turning in the paper and/or practice writing a reflection about something they already know about. |
| 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 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>07/02/2013 - From the information submitted and shared by the students, I found that they had assimilated many of the ideas presented in class. They were applying their knowledge to the classroom setting in a variety of creative and innovative ways.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |
| <p>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))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Prepare music plans to enhance physical and cognitive development in both the classroom and on the playground ? Rubric will be used Assessment Method Type: Class/Lab Project</p> | <p>08/05/2012 - Students were able to demonstrate their abilities to plan developmentally appropriate music & movement activities for children.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p> | |
| | <p>Assessment Method: Group project Assessment Method Type: Class/Lab Project</p> | <p>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.</p> <p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p> | |
| | | <p>07/02/2013 - Two projects were used to assess students' understanding. Students created</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>comprehensive posters that demonstrated an understanding of the assignments given. Ages and stages were considered and appropriately planned for in all activities.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |
| <p>Department - Child Development (CHLD) - CHLD 73 - MUSIC & MOVEMENT IN THE EARLY YEARS - SLO 3 - Music Materials - Evaluate music materials for their appropriateness for young children. (Created By Department - Child Development (CHLD))</p> | <p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p> | | |
| <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Child Development (CHLD) - CHLD 74 - SCIENCE & NATURE - SLO 1 - Appropriate Science and Nature Activities - Plan, facilitate, and evaluate developmentally appropriate science and nature activities (Created By Department - Child Development (CHLD))</p> | <p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p> | <p>07/02/2013 - 14% of students answered correctly on the pretest; 62% correct on post-test. 3 people wrote individual lesson plans that received a C because they did not have appropriate science concepts or their focus was not science. These same people did poorly evaluating the project they presented. 18 people received A's on their individual lesson plans and 4-6 points (scale of 6) on their evaluations. Therefore, 86% were very successful in planning, facilitating and evaluating science curriculum.</p> | |
| <p>Course-Level SLO Status: Active</p> | | <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |
| | <p>Assessment Method: The students will plan, facilitate and evaluate a science and nature curriculum activity for the rest of the class to actively experience.</p> | <p>08/05/2012 - The majority of students knew how to plan, lead, and evaluate a science and nature activity. Most of the students had some experience working with young children but the majority of students were not involved in</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>curriculum planning. This assignment was a valuable skill for the students to develop. A few of the students needed assistance with the activity planning assignment.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| | <p>Assessment Method: Class discussion</p> <p>Assessment Method Type: Discussion/Participation</p> | | |
| | <p>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.</p> <p>Assessment Method Type: Class/Lab Project</p> | <p>04/17/2015 - Evaluation: 25% of students answered the true/false questions correctly on the pretest; 100% correct on post-test.</p> <p>All students received an A on their group webs – excellent planning.</p> <p>Facilitation: Fourteen out of sixteen (88%) students received an A or A- on their individual lesson plans. One received a B, and another a C. One problem with the lesson plan was that some students did not give enough details in their procedure. One student left out the materials section. I had worked individually with each student to craft a science objective, so all were fine. [This individual help was appreciated, as seen in the comments on the class evaluations.]</p> <p>In the self-evaluation, all received an A or A-. 7/16 (44%) received an A for accurately evaluating their project against a set of 7 criteria. 9/16 (56%) received an A- for inaccuracies in one category. The most common problem was believing that their project involved problem solving, cause and effect, and for some, initiative, when they did not.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> | |
| | | 04/10/2014 - The students were assigned to plan, | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p> | |
| <p>Department - Child Development (CHLD) - CHLD 74 - SCIENCE & NATURE - SLO 2 - Curriculum Planning - Demonstrate an understanding of the importance of science and nature when planning curriculum in an early childhood program. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p> | <p>04/17/2015 - The average pre-test score on the essay was 2.7. 4/16 (25%) passed on the pre-test. The post-test average was 8.1. 16/16 (100%) passed on the post-test. The average improvement in the number of valid points was 5.3. By the end of the class, all the students could explain why it is important to include science and nature in the preschool curriculum.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p> <p>07/02/2013 - The average pre-test scores was 1.8; the post-test average was 4.4. 3/14 (21%) passed on the pre-test (7 people were late and did not</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>complete the pre-test). 14/19 (74%) passed on the post-test. The lowest score on the pre-test was 0. The lowest score on the post-test was 2. On the pre-test, most people scored 1, 2, or 3. On the post-test, most scored 4, 5 or 6.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> | |
| | | <p>08/05/2012 - I realized how little importance many students and early childhood educators put on the importance of incorporating science and nature into their curriculum plans. They did not realize the importance of the value of children connecting with nature and the outdoors. Another finding was how many students shared how uncomfortable they are with the topic of science and tried to avoid including it into their curriculum plans. The students were exhilarated about the number of activities their groups brainstormed for their web based on a scientific topic. I liked using the writing in class as the pre and post of learning about what the students know about science and nature and the value it has in early childhood curriculum planning. I think the group curriculum web planning is valuable because the experienced teachers and the science/nature loving students can learn side by side from each other.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| | <p>Assessment Method: Essay question</p> <p>Assessment Method Type: Essay/Journal</p> | <p>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</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | |
| <p>Department - Child Development (CHLD) - CHLD 74 - SCIENCE & NATURE - SLO 3 - Integrating Science - Develop a plan to integrate science with music, cooking, and other daily activities. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p> <p>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.</p> <p>Assessment Method Type: Class/Lab Project</p> | <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | |
| <p>Department - Child Development (CHLD) - CHLD 79 - CARING FOR INFANTS & TODDLERS IN GROUPS - SLO 1 - Environment - Design a high quality environment for infants and toddlers. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students were expected to give specific examples of the essential components of a high quality environment for infants and toddlers. If they described three or more examples in an area it was rated excellent; two examples received a competent rating; one or none were rated unacceptable.</p> <p>Assessment Method Type:</p> | <p>01/25/2013 - The questions pertaining to the design of a high quality environment for infants and toddlers were included on students' midterm exam. This essentially forced them to think about and respond separately to each of the various sub-categories, making their overall answers very detailed. More than ¾ of the students gave perfect or near perfect answers. Only three students received poor scores on that portion of</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | Essay/Journal | <p>the exam. Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |
| | | <p>02/12/2012 - Most students achieved an excellent rating for all of the measures covering the learning environment, the physical environment, the arrangement of the physical environment, and the emotional environment. However, some of the students faltered (approximately 1/5 of the class) and fell into the "competent" range when asked to explain ideas for organizing and defining classroom space. Result: Target Met Year This Assessment Occurred: 2011-2012</p> | <p>02/12/2012 - In order to be sure that all students are successful on this measure I will modify the instructions that I give them for their program observation assignment so that they will be asked to specifically observe how classroom space is defined and organized in the programs they visit.</p> <p>Embedded exam questions will be replacing the written paper. In order to better assess students in this area, I plan to create and use short answer exam questions instead of a written paper.</p> |
| | Assessment Method: Environment design ? rubric will be used Assessment Method Type: Class/Lab Project | <p>07/01/2015 - Students engaged in both written and verbal reflection of the concept of attachments and continuity of care while understanding the two to drive the way we design environments for infants and toddlers. Reflection came out of Chapter 1 (Hast; Hollyfield. 1999) Making the Commitment to Caring Interactions (p.23), and Chapter 5: Encouraging Connections, Promoting Connection during Routines (p.121). Rubric used for written reflection: 10 pts possible 5/grammar i.e. sentence structure, paragraph format; and use of additional reference and 5/followed assignment prompt i.e. included a cover page; bibliography, etc.</p> <p>Result: Target Met</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | Year This Assessment Occurred: 2014-2015 | |
| | Assessment Method: Students were assigned an out of class homework assignment requiring written reflection on concepts of infant/toddler environments. 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 | 01/25/2013 - On their surveys at the beginning of class none of the students could explain why cultural sensitivity is so important. Only ten of the students had knowledge of one or two caregiving practices that vary from culture to culture. The rest of the students left the question blank on their survey or admitted that they had no knowledge in this area. On their midterm exams, all of the students were able to discuss why cultural sensitivity is important in child care and to describe ways that caregivers can demonstrate cultural sensitivity in the classroom setting for infants, toddlers, and their families. Result: Target Met Year This Assessment Occurred: 2012-2013 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>02/12/2012 - At the beginning of class less than one third of the students were able to write something in this area on their survey. Only two of the students gave fairly detailed answers. More than two thirds of the students left the question blank on the survey. When asked a similar question on their exam, only one student failed to give an answer. The rest of the class was able to answer why cultural sensitivity is important and to describe a variety of ways that caregivers can demonstrate cultural sensitivity to infants, toddlers, and their families.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p> | |
| | <p>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</p> <p>Assessment Method Type: Essay/Journal</p> | <p>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 also appeared to capture student learning and knowledge as many of the exam responses were adequate.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p> | |
| Department - Child Development (CHLD) - CHLD 79 - CARING FOR INFANTS & TODDLERS IN GROUPS - SLO 3 - | <p>Assessment Method: Embedded Exam Question</p> <p>Assessment Method Type:</p> | 07/01/2015 - Students engaged in weekly written reflection of chapter concepts such as Chapter 2 (Hast; Hollyfield. 1999.) Being With Babies: | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>Caregiver Role - Describe the caregiver's role at each stage of infancy in supporting infant/toddler development in group care environments. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Exam - Course Test/Quiz</p> | <p>Strategies for Caring for Infants and Toddlers: Anticipating Transitions, Unusual Events, and Changes in Routine (p. 36), and Helping Children Articulate Their Needs and Wants (p. 37). Students provided written reflection of a related concept and how the idea of the concept will benefit their own care and practicum. Students also provide verbal reflection of their own practicum experiences with providing care for infants and toddlers. This dialog is a way to support the caregiver's developing self.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p> | |
| | <p>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</p> | <p>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.</p> <p>Result: Target Not Met Year This Assessment Occurred: 2013-2014</p> | <p>01/27/2014 - Given the results of this assessment, describe what changes will be made, if any to the following:</p> <p>-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</p> <p>-Teaching methods: more time spent on written reflection in-class</p> <p>-Assignments: none; however, might diversify assignments</p> <p>-Course evaluation procedures (e.g. quizzes, exams, papers, etc): might use more opportunities for quizzes</p> <p>-The current SLO: none</p> <p>-The assessment for the SLO: none</p> <p>-Other: none</p> |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | | <p>Can you identify any resources you need to implement the suggested changes? Additional and diverse texts; etc.</p> <p>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.</p> |
| <p>Department - Child Development (CHLD) - CHLD 82 - PLANNING CREATIVE DRAMATICS - SLO 1 - Children's Books - Analyze and compare children's books that would be the most successful for children to use for story re-enactment experiences (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p> | <p>01/01/2015 - The statements from the first class writings included examples such as a story with a simple story line, rhyming, or wordless books. The end writings from the last class meeting recommended books that included sound effects, repetition, action, a lesson learned. The students also included recommendations such as introduce the story re-enactment with simple things like nursery rhymes and familiar finger play songs. The students understood that as a teacher introduce simple re-enactment first and then build upon the children's experiences. The students also included begin by using a story with no lines for the children to memorize (and just have the child hold up a prop) and then move into one line for each child to say etc. The students mastered the Student Learning Outcome and left the course with the knowledge of how to choose a book that would be most successful for story re-enactment.</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p> <p>04/15/2013 - During the first class meeting all of students write about which type of children's books they would recommend for re-enactment. During the last class meeting I have the students revisit the question and then I compare their two reflections. I read their writings from the first and last class and look for the characteristics they recommend that would make a book successful for young children to re-enact.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: The statements from the first class writings included examples such as a story with a simple story line, rhyming, or wordless books. The end writings from the last class meeting recommended books that included sound effects, repetition, action, a lesson learned. The students also included recommendations such as introduce the story re-enactment with simple things like nursery rhymes and familiar finger play songs. The students understood that as a teacher introduce simple re-enactment first and then build upon the children's experiences. The students also included begin by using a story with no lines for the children to memorize (and just have the child hold up a prop) and then move into one line for each child to say etc. I do not feel like I need to make any changes to this course since the students mastered the Student Learning Outcome and left the</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>course with the knowledge of how to choose a book that would be most successful for story re-enactment.</p> <p>05/11/2012 - The statements from the first class included things such as a story with a simple story line, rhyming, or wordless books. At the end of the course the students recommended books that included sound effects, repetition, action, a lesson learned. They also included recommendations such as introduce the concepts with simple things like nursery rhymes and familiar finger play songs. The students understood that as a teacher introduce simple re-enactment first and then build upon the children's experiences. The students mentioned to begin by using a story with no lines for the children to memorize (and just have the child hold up a prop) and then move into one line for each child to say etc.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| <p>Department - Child Development (CHLD) - CHLD 82 - PLANNING CREATIVE DRAMATICS - SLO 2 - Props for Storytelling - Demonstrate the use of various props that can be used to tell or re-enact a story. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p> | <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>05/11/2012 - The most important findings was the type of books or songs the students chose and the use of the props to re-enact the song or book. They used a variety of props from handmade construction paper puppets with glitter and paint to props gathered from their homes or schools. Some of the students re-enacted the story themselves and some included fellow students to</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>participate. Result: Target Met Year This Assessment Occurred: 2011-2012</p> | |
| | <p>Assessment Method: In-class Assessment Method Type: Presentation/Performance</p> | <p>01/01/2015 - I observed the student's mastery of the use various types of props to tell or re-enact through their presentation. They used a variety of props from handmade construction paper props to props gathered from their homes or schools. Some of the students re-enacted their story and some included fellow students to participate. Result: Target Met Year This Assessment Occurred: 2014-2015</p> | |
| | | <p>04/15/2013 - The assignment was to choose a book or song to re-enact with the use of props to present to the whole class. I observed each student's presentation and took notes about the type of book or song that they chose and the types of the props they used to re-enact the story or song. Result: Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: I observed the student's mastery of the use various types of props to tell or re-enact through their presentation. They used a variety of props from handmade construction paper props to props gathered from their homes or schools. Some of the students re-enacted the story themselves and some included fellow students to participate. I do not feel like I need to make any changes to this course since the students mastered the Student Learning</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | Outcome. | |
| Department - Child Development (CHLD) - CHLD 82 - PLANNING CREATIVE DRAMATICS - SLO 3 - Curriculum Planning - Develop a curriculum plan promoting large motor, small motor, social-emotional and language development through dramatics. (Created By Department - Child Development (CHLD)) Course-Level SLO Status: Active | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test 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: Pre/Post Test Assessment Method Type: Pre/Post Test Assessment Method: Essay to be included in their mentor portfolio Assessment Method Type: Essay/Journal | 01/01/2015 - Students were asked to state their educational philosophy in writing. Throughout the course, students 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 especially when their philosophies differ. 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 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>comments from students that they had never put their philosophy in writing much less explained it to someone else</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> | |
| | | <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | |
| | | <p>01/25/2013 - In the last class, students were asked to state their educational philosophy in writing. Throughout the course students have reflected and analyzed their educational beliefs. In their role as a mentor, the students will refer to their own philosophy frequently when working with their mentee'. Being able to articulate their own educational beliefs easily both verbally and in writing will be important in working as a mentor. The written philosophy is included in the student's mentor portfolio which will become a primary source of reference in working with the mentee'.</p> <p>Result: Target Met</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>Year This Assessment Occurred: 2012-2013</p> <p>08/05/2012 - In the last class, students were asked to state their educational philosophy in writing. Throughout the course students have reflected and analyzed their educational beliefs. In their role as a mentor, the students will refer to their own philosophy frequently when working with their mentee?. Being able to articulate their own educational beliefs easily both verbally and in writing will be important in working as a mentor. The written philosophy is included in the student?s mentor portfolio which will become a primary source of reference in working with the mentee?.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| <p>Department - Child Development (CHLD) - CHLD 86A - MENTORING THE EARLY CARE & EDUCATION PROFESSIONAL - SLO 2 - Developmental Stages - Identify and apply knowledge of the developmental stages of assistant teachers, student teachers, parents and volunteers. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Assessment Method: Students will receive a case study and through small group discussion, design a plan of action to support the developmental stage of the teacher in the case and further his/her professional growth.</p> <p>Assessment Method Type: Case Study/Analysis</p> | <p>01/01/2015 - Some students were familiar with the teacher developmental stages while others learned about the information for the first time. Several mentioned that having the information about teacher developmental stages was eye-opening for them and that they wished they had had it during their beginning years of teaching.</p> <p>The students reflected upon their own experiences as teachers and using the developmental stages designed a plan for the various stages that they could actually use in their own roles as a mentor. I was pleased with their effort and particularly pleased by the engagement of all students in this group activity.</p> <p>Result:</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>Target Met Year This Assessment Occurred: 2014-2015</p> <p>01/25/2013 - Some of the students were familiar with the developmental stages of a teacher while others learned about the information for the first time. The students reflected upon their own experiences as teachers and using the developmental stages designed a plan that they could actually use in their own roles as a mentor. I was pleased with their effort and particularly pleased by the involvement of all students in this group activity. Result: Target Met Year This Assessment Occurred: 2012-2013</p> <p>08/05/2012 - Some of the students were familiar with the developmental stages of a teacher while others learned about the information for the first time. The students reflected upon their own experiences as teachers and using the developmental stages designed a plan that they could actually use in their own roles as a mentor. I was pleased with their effort and particularly pleased by the involvement of all students in this group activity. Result: Target Met Year This Assessment Occurred: 2011-2012</p> | |
| | <p>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</p> | <p>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</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | group activity. Result: Target Met Year This Assessment Occurred: 2013-2014 | |
| Department - Child Development (CHLD) - CHLD 86A - MENTORING THE EARLY CARE & EDUCATION PROFESSIONAL - SLO 3 - Communication Skills - Demonstrate effective communication skills and positive interactions between adults in the classroom. (Created By Department - Child Development (CHLD)) | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | | |
| Course-Level SLO Status: Inactive | | | |
| 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)) | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | | |
| Course-Level SLO Status: Active | Assessment Method: Curriculum Plan activity Assessment Method Type: Class/Lab Project | 07/01/2015 - During our class discussions the students share about their successes and their challenges during the planning and facilitating of each activity. I read and grade each completed activity forms. The form asks questions about the goals for the activity, the skills children will be developing, how many children participated, what happened, and what would they do differently next time? I measure the form by the detail the student included into the activity plan, the age appropriateness of the activity, and their reflection. I also observe the student leading an activity while I visit them at their student teaching classroom. I listen to the way they interact with the children, the questions they ask, and observe their body language. I observe the way the activity is set up and how the student facilitates the experience. | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p> <p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p> <p>01/24/2013 - The outcome from the student's papers was the understanding of encouraging creative growth through the use of methods such as allowing time, enough materials, not providing a model/sample, and allowing for the freedom to create. The students had the opportunity to observe children participating in a project with rules, structure, and a focus on a finished project and then to observe the opposite experience with the open ended project. They wrote about the amount of time children spent, the amount of conversation during the projects, the demand of assistance from the adults, and the body language of the children being observed.</p> <p>I think the additional experience that the students experienced for themselves was very valuable. They had a lot of thoughts about how they felt being told how to do something versus being</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>allowed to experiment and “play” with the materials.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |
| | | <p>01/24/2013 - We now require that students complete a curriculum course so they have the skills to plan, facilitate, and evaluate a successful activity before they enroll in this class. Some students are still challenged with developmentally appropriate activity planning for their age group of children. There are several practicum students who are placed in Reggio inspired programs and they plan provocations instead of activities. I now spend more time in this course on planning curriculum techniques and allow students to share ideas about their experiences they have had with their activities.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> | <p>01/24/2013 - re-evaluate the activity form so it can be used easily with various program's philosophies.</p> <hr/> |
| | | <p>03/12/2012 - Students continue to have some difficulty determining what their goals are for their activity. It is also challenging for some students to break down what skills the children are developing while participating in the activity. The students who have completed a course in curriculum planning had a stronger sense of how to plan, facilitate, and evaluate a successful activity. Some students are still learning about what is a developmentally appropriate activity for their age group of children. There are several practicum students who are placed in Reggio inspired programs and they plan provocations instead of activities.</p> <p>Result: Target Met</p> | <p>03/12/2012 - I will include a discussion about various philosophies and how they plan their curriculum. We can practice webbing in small groups and sharing the webs with the whole class. During week six or seven of the class we can discuss their experiences about the methods of planning that is occurring in the programs they are placed. I will break the class into small groups and then have the groups share with the whole class. We will place more emphasis on the many ways that curriculum can be planned.</p> |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>Year This Assessment Occurred: 2011-2012</p> | | | |
| <p>Department - Child Development (CHLD) - CHLD 86B - PRACTICUM STUDENT TEACHING IN AN EARLY CHILDHOOD PROGRAM - SLO 2 - Teacher's Role - Identify a teacher's role and communicate the principles and philosophies of early childhood education. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p> | <p>01/24/2013 - The students wrote in their final essay question that they were leaving this course with more confidence in providing various creative mediums in their classrooms after experiencing them first hand. They were exposed to new materials such as textiles, cardboard "x's", charcoal, pastels etc that they will bring those materials into their classrooms. They wrote about the value of having the time and freedom to explore with the materials which allowed for their own creative self to grow. The students would also share during class activities and supplies that they were trying with the children after they used them during our class. They were really excited to bring new ideas into their classrooms.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |
| | <p>Assessment Method: The students write a paper about the role of the teacher which is due the third week of class. The students read a chapter from the textbook about the role of the teacher and we discuss the various roles of a teacher and the philosophies of various early care and education programs. The final self-evaluation and reflection paper gives the student a format to express their growth in their role as a teacher and to set goals for their future growth. I added a final essay question that asks the student the principles and philosophies they practiced in their role as a student teacher.</p> | <p>07/01/2015 - I read and graded the written assignments about the teacher's role and the most important qualifications of the job of a teacher. After reading their papers I prepare discussion questions to review techniques that can be used as a teacher to help strengthen their skills. In the middle and end of the course the mentor teacher and the student teacher both complete an evaluation form of the student. The student teacher is assigned to write a final reflective paper about their growth in the role of a teacher during the last twelve weeks of class. I also meet with each student individually to discuss their student teaching experience and their teaching goals for their future. There is a final question about the</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | <p>Assessment Method Type: Essay/Journal</p> | <p>principles and philosophies they practiced while student teaching and how that affects their role as a teacher. Between the class discussions and their papers I can figure out what I need to support them or challenge them so they continue to grow in their role as a teacher.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p> <hr/> <p>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</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p> <hr/> <p>01/24/2013 - The written papers were valuable to prepare the student for their role as a practicum student teacher. The final reflective essay question provides an opportunity for students to reflect upon the principles and philosophies that they practiced during their student teaching. After reading their final essay and evaluations I ascertained that the students have a much deeper understanding about the importance of their relationship that they build with each child through listening, observing, and treating each child as an individual.</p> <p>Result: Target Met</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>Year This Assessment Occurred: 2012-2013</p> <p>03/12/2012 - The reading assignment and written paper were valuable to prepare the student for their role as a practicum student teacher. The final reflective essay question provides an opportunity for students to reflect upon the principles and philosophies that they practiced during their student teaching. After reading their final essay and evaluations I ascertained that the students have a much deeper understanding about the importance of their relationship that they build with each child through listening, observing, and treating each child as an individual.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| <p>Department - Child Development (CHLD) - CHLD 88 - CHILD, FAMILY & COMMUNITY - SLO 1 - Local Resources - Demonstrate familiarity of local resources to assist children and families. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Research local resources and present information ? Rubric will be used</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students in this class will demonstrate knowledge of a community resource.</p> | <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>01/25/2013 - My students were able to locate resources in our area, and were able to present (online) these resources to their peers (Assignment #4, Post in Week 9). After reading about each of the resources, students demonstrated they understood the value of the resources to our field (Discussion post) and demonstrated that they could help a parent locate a needed resource (final exam question #12)</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |
| | | <p>01/25/2013 - Student responses ranged from knowing little to knowing nothing previously about the topics. Many felt they had gained information about community resources which could be used to assist friends, family or assist a family in their classroom setting. I believe students felt they had developed a useful expertise in the topic.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |
| | | <p>02/12/2012 - Student responses ranged from knowing little to knowing nothing previously about the topics. Some students gained information about community resources which could be used to assist friends, family or assist a family in their classroom setting. Each student self-evaluation was thoughtfully written and I believe students felt they had developed a useful expertise in the topic. Students also gained experience and skill in working on research action project.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p> | <p>02/12/2012 - Find a better way to award points for participation in this project. Maybe extra points for leadership role or preparing Power Point? Also better tracking of participation is needed in evaluation process.</p> <hr/> |
| | <p>Assessment Method: Assigned "Community Resource Assignment"</p> <p>Assessment Method Type: Essay/Journal</p> | <p>01/01/2015 - I found the students engagement in the process of identifying and describing community resources as inspiring. I feel the students were empowered to find various resources that can support children and families and I was excited about their enthusiasm. Additionally, the students accurately identified supportive family community resources.</p> <p>Result: Target Met Year This Assessment Occurred:</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | 2014-2015 | |
| Department - Child Development (CHLD) - CHLD 88 - CHILD, FAMILY & COMMUNITY - SLO 2 - Family - Identify various family structures, family strengths, and family stressors. (Created By Department - Child Development (CHLD)) Course-Level SLO Status: Active | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | 05/11/2012 - The group work focused on the above topics helped to increase student?s understanding of family structures, family strengths, and family stressors. Students were able to identify their own family structure , strength and stressors in the an essay ?A Family That I Lived In? that was submitted toward the end of class. They also demonstrated a strong understanding of this SLO in their Group Projects. Result: Target Met Year This Assessment Occurred: 2011-2012 | |
| | | 05/11/2012 - Students participated actively in the initial activity and discussion, moving around the room to posted charts where they recorded their answers. They enjoyed reading what had been listed by students in the rotation before them in the rotation and finding other examples to list. I believe the discussion during the activity helped to clarify concepts for the students as in the final exam all students were able to provide appropriate examples of family structures, family strengths and family stressors and the effect on a family. Result: Target Met Year This Assessment Occurred: 2011-2012 | |
| | | 01/01/2015 - The students were able to identify family stressors in the exam. Almost every student answered this question on the exam accurately. Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| | | 03/31/2013 - Students have much personal experience with the topic of family, yet they need | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>to learn various ways of looking at diverse families as well as the positive aspects of healthy stress which can be supportive of family functioning. This SLO offers both factual learning and personal reflection and the students were able to demonstrate.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |
| | <p>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</p> | <p>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</p> | |
| <p>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))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p> | <p>01/25/2013 - Initially, some students' worksheets and discussions did not reflect respect for different views on parenting. Students expressed discomfort with some of the practices such as toileting or feeding. Responses in the 3rd worksheet showed an understanding of differences and a growing awareness of a teacher's role in supporting the child AND the family in an early care and education setting. Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |
| <p>Department - Child Development (CHLD) - CHLD 88B - POSITIVE BEHAVIOR MANAGEMENT - SLO 1 - Behavior -</p> | <p>Assessment Method: Student Survey Assessment Method Type:</p> | <p>02/12/2012 - Per a feedback sheet that I had students complete 95% responded positively that they increased their understanding about the</p> | <p>02/12/2012 - Increase activities that provide for reading about scenarios</p> |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| 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 | Survey | relationship between behavior and culture, family values, second language acquisition and environment. Including increased strategies as related to conflict resolution, unidentified special needs and child development stages. Result: Target Met Year This Assessment Occurred: 2011-2012 | for students to discuss and increase hands on to make the point. <hr/> |
| | Assessment Method: Pre/Post Essay Assessment Method Type: Pre/Post Test | 01/24/2013 - Students seemed to know a lot about behavior expectations within their own cultural experience and after our course readings and discussions students included "it depends" context within their causes for behavior in children. They were more open to diversity of context as a part of behavior and adult response to such behaviors – not so black and white. Result: Target Met Year This Assessment Occurred: 2012-2013 | 01/24/2013 - spend even more time with in-class discussion so students can hear about diversity within the class as a group. Or bring in guest speakers with diverse world views and life experience to expand that of the group, as necessary. <hr/> |
| | Assessment Method: Student understanding was assessed through small group work posters and class discussion, followed by a personal reflection. Assessment Method Type: Class/Lab Project | 04/10/2014 - Students developed an understanding of how cultural experiences and biases influence how one reacts and responds to situations. Result: Target Met Year This Assessment Occurred: 2013-2014 | |
| | Assessment Method: Classroom Activity in which they sorted behaviors into acceptable, inappropriate or unacceptable and engaged in a discussion about possible motivations as a small group and as a class at large Assessment Method Type: Class/Lab Project | 04/16/2015 - Students engaged in animated discussion with their group mates, and came out of the experience with exposure to different ideas about possible motivations. This was clear from our class discussion and was further demonstrated on the test. Result: Target Met Year This Assessment Occurred: 2014-2015 | |
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| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| 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 | 05/11/2012 - Students were first introduced to the five steps of conflict resolution by reading their textbook. I then followed up with a lecture and I had two students come up to the front of the class and we demonstrated a scenario. I then brought index cards with different scenarios that three-four students could re-enact using the five step approach to conflict resolution. The students learned by observing each role play and became more confident using this technique with the children in their programs. Result: Target Met Year This Assessment Occurred: 2011-2012 | |
| | 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 | |
| | Assessment Method: Final Exam Questions 6-11 Assessment Method Type: Exam - Course Test/Quiz | 04/16/2015 - Students demonstrated an understanding of how to respond to behaviors by their answers on the test. In the class 14 received A's on their finals, 11 received B's and 1 received a C. Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | | |
| Department - Child Development (CHLD) - CHLD 88B - POSITIVE BEHAVIOR MANAGEMENT - SLO 3 - Temperament Traits - Identify the nine temperament traits of children. (Created By Department - Child | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Development (CHLD)) Course-Level SLO Status: Active | | | |
| Department - Child Development (CHLD) - CHLD 89 - CURRICULUM FOR EARLY CARE & EDUCATION PROGRAMS - SLO 1 - Interest Centers - Evaluate various areas of the classroom by analyzing what children learn in various interest centers. (Created By Department - Child Development (CHLD)) 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 | 02/12/2012 - Students were challenged to create an ideal environment for children while considering the environment as a teaching tool. To reinforce this concept the class did a field trip to a lecture?Mirror of the Mind and Heart: What a Classroom Says to Children presented on the Middlefield Campus by The Children?s School. This hands-on activity allowed the students to gain knowledge of how the setting, wall hangings, sounds, props, tasks and atmosphere influence children?s ways of knowing. Result: Target Met Year This Assessment Occurred: 2011-2012 | 02/12/2012 - Add in a field trip to a local school(s) to view different environments. <hr/> |
| | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | | |
| | Assessment Method: Quiz Assessment Method Type: Exam - Course Test/Quiz | 03/31/2013 - Over all the outcomes were successful, yet as usual never enough time with the students. Students viewed before and after environment changes – then reflected about how the changes would strengthen the learning environment for children. Result: Target Met Year This Assessment Occurred: 2012-2013 | |
| | 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. | 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 |
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| | <p>Secondly, I had them create a learning web that described/illustrated various opportunities for learning in each area of their classroom design.</p> <p>Assessment Method Type: Presentation/Performance</p> | <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p> | |
| <p>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))</p> <p>Course-Level SLO Status: Active</p> | <p>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.</p> <p>Assessment Method Type: Presentation/Performance</p> | <p>02/12/2012 - As a culmination project students worked in dyads to present a curriculum box that would work in at least two different areas of the classroom. This project allowed students to reflect on all they had learned during the quarter and an opportunity to present to the class a lesson plan (web) that included basic props, vocabulary words that may emerge, how to extend the activities, and how to involve parents in the curriculum. Keeping in mind the idea of provoking students interests the students staged their curriculum box, did a 15 minute presentation followed by Q&A time. This was a good way for me to know that they could apply all the principles discussed during class and in the text when developing curriculum.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p> | <p>02/12/2012 - Review developmentally appropriate practices (DAP) before they present their curriculum boxes.</p> |
| | <p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p> | | |
| | <p>Assessment Method: Group project done in class Assessment Method Type: Class/Lab Project</p> | <p>03/31/2013 - Over all the outcomes were successful, yet as usual never enough time with the students. Students thought that designing curriculum meant pulling activities from a curriculum book first, rather than first observing children to learn of their interest.</p> <p>Result:</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | Target Met Year This Assessment Occurred: 2012-2013 | |
| | 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 89 - CURRICULUM FOR EARLY CARE & EDUCATION PROGRAMS - SLO 3 - Learning Environment - Explain the relationship between a quality learning environment and developmentally appropriate practice. (Created By Department - Child Development (CHLD)) | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | | |
| Course-Level SLO Status: Active | | | |
| Department - Child Development (CHLD) - CHLD 90B - ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART I - SLO 1 - Director as Administrator - Identify the roles and responsibilities of the director as administrator of an early care and education program. (Created By Department - Child | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | 01/01/2015 - Results from pre and post tests were nearly identical. I believe the several methods used to teach the concept were varied and adequate. The essence of the question was discussed various times throughout the course, discussed by the guest director panel. | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Development (CHLD)) Course-Level SLO Status: Active | | Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| | | 10/06/2014 - Results from pre and post tests were nearly identical. I believe the several methods used to teach the concept were varied and adequate. The essence of the question was discussed various times throughout the course, discussed by the guest director panel. 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 | |
| | | 01/25/2013 - Results from pre and post tests were nearly identical. I believe the several methods used to teach the concept were varied and adequate. The essence of the question was discussed various times throughout the course, discussed by the guest director panel. Result: Target Met Year This Assessment Occurred: 2012-2013 02/12/2012 - Results from pre and post tests were nearly identical. I believe the several methods used to teach the concept were varied and adequate. The essence of the question was discussed various times throughout the course, discussed by the guest | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>director panel. The question asks the student to identify the "curriculum leader" in an early care and education program. When recognizing the MANY roles of a program director, I believe students do not see this role as among the important roles.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p> | |
| <p>Department - Child Development (CHLD) - CHLD 90B - ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART I - SLO 2 - Program Philosophy - Analyze the importance of program philosophy to all other aspects of operation and systems development. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Two assignments developing a personal professional philosophy and a group project to develop a program philosophy for an early care and education program. Assessment Method Type: Essay/Journal</p> | <p>01/01/2015 - Students worked hard to collaborate in developing a group philosophy. All students were engaged. After this experience students said they found it easier to develop their own personal professional philosophy of early care and education. Result: Target Met Year This Assessment Occurred: 2014-2015</p> <p>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</p> <p>01/25/2013 - Of 27 responses, 22 students included 4-6 of points needed. Four students provided poor responses and one failed to include any correct points. Result: Target Met Year This Assessment Occurred:</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|--|---|
| | | 2012-2013 02/12/2012 - Of 22 responses, 13 students received 3-5 points. 5 students provided poor responses and 2 failed to include any correct points. Result: Target Not Met Year This Assessment Occurred: 2011-2012 | 02/12/2012 - I will actually list points on the board rather than relying on text or discussion. At the completion of these assignments, discuss more explicitly how these philosophies inform the director in developing program systems and operations. |
| | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | | |
| Department - Child Development (CHLD) - CHLD 90B - ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART I - SLO 3 - Financial Management - Apply key concepts to manage financial and funding aspects of an early care and education program. (Created By Department - Child Development (CHLD)) | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | | |
| Course-Level SLO Status: Inactive | | | |
| 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)) | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | 05/11/2012 - This is the second time I have assigned this project. I saw it as a complement to and a preparation for the parent tour project students would do later in the quarter. I was again pleased with the result. The information and analysis that students presented orally was really valuable for the other students to hear. They were able to compare the effectiveness of marketing approaches which were presented to those used by the program their group had researched. The conversations after the presentations were | |
| Course-Level SLO Status: Active | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|-------------------|---|--|-------------------------|
| | | <p>valuable. Students enjoyed the project, grades were high, and each stated they learned useful information that they would use in the future and in their class parent tour later in the quarter.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p> | |
| | <p>Assessment Method: Small group research project and 25 minute presentation. Self evaluation and rubric will be used.</p> <p>Assessment Method Type: Presentation/Performance</p> | <p>09/30/2015 - 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. Four of 5 groups earned 50/50. The remaining group earned 48/50. Many students noted the value of the project in their final reflection paper.</p> <p>This is the 5th 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.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p> | |
| | | <p>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. Four of 5 groups earned 50/50. The remaining</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|--|-------------------------|
| | | <p>group earned 47/50. Many students noted the value of the project in their final reflection paper.</p> <p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p> <p>03/31/2013 - This is the 3rd time I have assigned this project. I was again pleased with the result. The information and analysis that students presented orally was really valuable for the other students to hear. They analyzed the effectiveness of marketing approaches which were presented to those used by the program their own group had researched. Discussion after the presentations was valuable. Students enjoyed the project, grades were high, and each stated they learned useful information that they would use in the future.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |
| Department - Child Development (CHLD) - CHLD 90C - ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART 2 - SLO 2 - Parent Tour | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|---|-------------------------|
| - Demonstrate knowledge needed to effectively market an early care and education program (Created By Department - Child Development (CHLD)) Start Date: 01/01/2015 Course-Level SLO Status: Active | Assessment Method: -Student self-evaluation of knowledge gained from project. Assessment Method Type: Class/Lab Project | | |
| Department - Child Development (CHLD) - CHLD 90C - ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART 2 - SLO 3 - Professional Assessments - Assess the quality of an early care and education program's administration using selected professional assessments such as ECERS (Created By Department - Child Development (CHLD)) Assessment Cycles: End of Quarter Start Date: 01/17/2013 Course-Level SLO Status: Inactive | Assessment Method: Conduct an assessment ? Rubric will be used Assessment Method Type: Class/Lab Project Assessment Method: Student self-evaluation of knowledge gained from project. Assessment Method Type: Class/Lab Project | | |
| 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 | Assessment Method: Small group research project and 25 minute presentation. Self evaluation and rubric will be used. Assessment Method Type: Class/Lab Project | 09/30/2015 - 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: 2014-2015 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 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Course-Level SLO Status: Active | | 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 | |
| | | 03/31/2013 - I was really pleased the quality of the research and presentations developed by the students. The class received in depth information about the subject that previously has not been addressed in this course Result: Target Met Year This Assessment Occurred: 2012-2013 | |
| | | 07/08/2013 - The number of correct answers increased in the post-test but only slightly. Case discussions in class indicated that students do understand the concepts. I will reconsider the use of this particular question to assess the SLO as it does not appear to clearly indicate results of student learning. I believe the question was poorly worded. Result: Target Not Met Year This Assessment Occurred: 2012-2013 08/05/2012 - The number of correct answers increased slightly in the post-test. Students also incorporated the essence of this SLO in their group case work and oral presentation very successfully. The presentations were stellar. I | |
| 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: Inactive | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|-------------------|---|--|-------------------------|
| | | <p>believe that students do understand the concepts.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| | <p>Assessment Method: Class case problem solving and discussions</p> <p>Assessment Method Type: Class/Lab Project</p> | <p>09/30/2015 - Strength of students' group presentations to class. Students worked in groups of 4-5 and followed a problem solving guide to analyze data. They developed possible solutions to the problem and then determined the pros and cons of each. After choosing the best solution, students developed a plan of implementation and established criteria for determining the level of success. Students presented to the class in a PowerPoint discussion.</p> <p>Case discussions in class and presentations to students indicated that students do understand the concepts well. Analysis, presentation and discussions of each group were excellent. All groups received A grades. Students really enjoyed working together successfully and many said so in their self-evaluations.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> | |
| | | <p>10/06/2014 - Measured by the strength of students' group presentations to class.</p> <p>Case discussions in class and presentations to students indicated that students do understand the concepts</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|--|-------------------------|
| <p>Department - Child Development (CHLD) - CHLD 91 - ADMINISTRATION & SUPERVISION: ADULT SUPERVISION & LEADERSHIP - SLO 2 - Identification of learning stages - Identify the developmental learning stages of teachers and other adults in an early care and education program. (Created By Department - Child Development (CHLD))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Embedded Exam Question Assessment Method Type: Exam - Course Test/Quiz</p> | | |
| <p>Department - Child Development (CHLD) - CHLD 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))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Leadership styles assessment tool Assessment Method Type: Class/Lab Project</p> | <p>09/30/2015 - Students read Listen Up Leader text, participated in class case discussions, completed a personal leadership assessment and reflected on the results of their own leadership assessment.</p> <p>According to the summary reaction paper at the completion of the assignment, students found value in using the leadership assessment in conjunction with reading the text and participating in workshop activities in class based on the text. Students compared their own strengths and leadership skills to other leaders/managers they have worked with. They choose world leaders they admired and discussed leadership traits they wished to develop as leaders in early childhood education. Students determined opportunities for personal growth. Assignment was valuable and a good culmination to the course content.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p> | |
| | | <p>07/08/2013 - According to the summary reaction paper at the completion of the assignment, students found value in using the leadership assessment in conjunction with reading the text and participating in workshop activities in class</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---|-------------------------|
| | | <p>based on the text. Students compared their own strengths and leadership skills to other leaders/managers they have worked with. They choose world leaders they admired and discussed leadership traits they wished to develop as leaders in early childhood education. Students determined opportunities for personal growth. Assignment was valuable and a good culmination to the course content.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> | |
| | | <p>08/05/2012 - According to their summary at the completion of the assignment, students found value in using the leadership assessment. They compared their own strengths and leadership skills to other leaders/managers they have worked with. They determined opportunities for personal growth. Assignment was valuable and a good culmination to the course content.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p> | |
| | <p>Assessment Method: Pre/post questions Assessment Method Type: Pre/Post Test</p> | <p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p> | |
| Department - Child Development (CHLD) - CHLD 91 - ADMINISTRATION & SUPERVISION: ADULT SUPERVISION & | <p>Assessment Method: Embedded Exam Question Assessment Method Type:</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|--|---|
| LEADERSHIP - SLO 4 - Change - Demonstrate understanding of the value and impact of change in early care and education settings. (Created By Department - Child Development (CHLD)) | Exam - Course Test/Quiz | | |
| Course-Level SLO Status: Inactive | | | |
| Department - Child Development (CHLD) - CHLD 95 - HEALTH, SAFETY & NUTRITION IN CHILDREN'S PROGRAMS - SLO 1 - Emergency Preparedness - Demonstrate knowledge of information on planning for emergencies and natural disasters. (Created By Department - Child Development (CHLD)) | Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test | | |
| Course-Level SLO Status: Active | Assessment Method: In class presentation Assessment Method Type: Presentation/Performance | 04/15/2013 - Observation at a school of choice. Complete checklist of safety requirements for the site based on title 22. Students reviewed a checklist and completed a reflection write up. Result: Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: Students were able to identify safety standards present and not present and explain why each was important to be in place. No Changes will be made. | |
| | | 03/12/2012 - Students who were already working in a child development center were surprised that they were in charge of things in case of a disaster. They learned where emergency supplies were located and how an evacuation would work (location and reuniting with parents). This assignment was an alternative assignment for those students who were already trained in CPR/1st Aid. Result: Target Met Year This Assessment Occurred: 2011-2012 | 03/12/2012 - Plan to add a field trip to assess a site together as a group. |
| | Assessment Method: Assignment | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|--|-------------------------|
| | <p>Assessment Method Type: Class/Lab Project</p> <p>Assessment Method: Discussion Scenario- You are a director of a school where there has been an unusual amount of rain. The school is located on a hill and is not in danger of flooding. However, the low lying areas around you could flood isolating the school until the water recedes. How will you prepare for such an event?</p> <p>Assessment Method Type: Discussion/Participation</p> | <p>01/01/2015 - Students were able to understand the importance of having an emergency and evacuation plan in place. They gained the knowledge and skills to develop a plan and all the essential components to the plan.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> | |
| <p>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))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post Test</p> <p>Assessment Method Type: Pre/Post Test</p> | <p>03/12/2012 - Since the NEW MyPlate guidelines were just introduced in April, none of the students were familiar with the change from MyPyramid. Materials were new and not many resources were yet available.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| | <p>Assessment Method: Assignment</p> <p>Assessment Method Type: Class/Lab Project</p> | <p>01/01/2015 - I reviewed the checklists and reflection write-ups. It was clear that students gained knowledge of best practices when it comes to planning and preparing snacks and meals for students in ECE programs</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>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.</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|--|-------------------------|
| | | <p>Students developed an understanding of the importance of well-balanced nutrient dense foods for children. As well as, strategies for implementing better practices</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p> | |
| | | <p>04/15/2013 - In class lecture/video/small group work researching "kid friendly" nutritious foods. Students developed a weekly snack calendar based on the Food Plate. Each snack needed to contain foods from at least two food groups. Students presented their menus to the class.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: Students developed an understanding of the importance of well balanced nutrient dense foods for children. As well as strategies for implementing better practices.</p> | |
| <p>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))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post Test Assessment Method Type: Pre/Post Test</p> <p>Assessment Method: Lecture/ class discussion Assessment Method Type: Discussion/Participation</p> | <p>10/06/2014 - Through class discussion, students shared information learned and any personal experiences with reporting and/or suspecting child abuse.</p> <p>Students were shown forms and resources for reporting and learned that anyone working directly with young children are mandated reporters of suspected child abuse.</p> <p>Students developed an understanding of their role</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|-------------------|---|---|-------------------------|
| | | <p>in recognizing and reporting of child abuse. Students communicated an understanding of the important role they have.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | |
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Unit Assessment Report - Four Column

Foothill College

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

| PL-SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---------------------------------|-------------------------|
| <p>Program (BSS-CHLD) - Child Development AA/CA - 1 - Students who successfully complete a certificate or degree in Child Development will demonstrate understanding of the needs and characteristics of children birth through middle childhood and the multiple influences on their development as related to the high quality care and education of young children.</p> <p>Year PL-SLO implemented: End of Academic Year</p> <p>Start Date: 10/01/2011</p> <p>End Date: 06/30/2014</p> <p>SLO Status: Active</p> | <p>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?"</p> <p>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?"</p> <p>In Spring 2012 after the students rate the questions, discussion will follow.</p> <p>Assessment Method Type: Interviews/Focus Groups</p> <p>Target: Students will demonstrate an increase their understanding.</p> | | |
| | <p>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?"</p> <p>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 Spring 2013 after the students rate the questions, discussion will follow.</p> <p>Assessment Method Type: Interviews/Focus Groups</p> <p>Target: Students will demonstrate an increase their</p> | | |

| PL-SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|--|-------------------------|
| | <p>understanding.</p> <p>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?"</p> <p>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.</p> <p>Assessment Method Type: Survey</p> | | |
| | <p>Assessment Method: In a Fall 2014 Focus group, 25 students were asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a beginning CHLD student, how well you feel you are able to demonstrate understanding of PLO 1?"</p> <p>In a Spring 2015 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 2015 after the students rate the questions, discussion will follow.</p> <p>Assessment Method Type: Survey</p> <p>Target: 80% of students in Spring 2015 focus group will have answered the questions with a 1 or 2 rating.</p> | <p>10/14/2015 - In Fall 2014, 43% rated their understanding a 1 or 2. In Spring 2015, 73% rated their understanding as a 1 or 2. 100% of students rated their understanding as a 1, 2 or 3.</p> <p>Plan of improvement: We will continue to assess our coursework and teaching strategies to ensure that curriculum for this PSLO is presented thoroughly using a variety of teaching methods.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> | |
| 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 | <p>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</p> | | |

| PL-SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|---------------------------------|-------------------------|
| <p>field of early care and education as related to NAEYC Code of Ethical Conduct.</p> <p>Year PL-SLO implemented: End of Academic Year</p> <p>Start Date: 10/01/2011</p> <p>End Date: 06/30/2014</p> <p>SLO Status: Active</p> | <p>understanding of PLO 2?"</p> <p>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 well do you feel you are able to demonstrate understanding of PLO 2?"</p> <p>In Spring 2012 after students have rated the question, discussion will follow.</p> <p>Assessment Method Type: Interviews/Focus Groups</p> <p>Target: In Spring 2012, 80% of students will rate the question a 1 or 2 .</p> <p>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?"</p> <p>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.</p> <p>Assessment Method Type: Interviews/Focus Groups</p> <p>Target: 80% of students in Spring 2013 focus group will have answered the questions with a 1 or 2 rating.</p> <p>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?"</p> <p>In a Spring 2014 Focus group, students will</p> | | |

| PL-SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---------|---|--|-------------------------|
| | <p>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.</p> <p>Assessment Method Type: Survey</p> | | |
| | <p>Assessment Method: In a Fall 2014 Focus group, 25 students were asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a beginning CHLD student, how well you feel you are able to demonstrate understanding of PLO 2?"</p> <p>In a Spring 2015 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 2015 after students have rated the question, discussion will follow.</p> <p>Assessment Method Type: Survey Target: 80% of students in Spring 2015 focus group will have answered the questions with a 1 or 2 rating.</p> | <p>10/14/2015 - In Fall 2014 43% of students rated their understanding as 1 or 2. In Spring 2015 76% of students rated their understanding as 1 or 2. 100% of students rated their understanding as a 1, 2 or 3.</p> <p>Plan of improvement: We will continue to assess our coursework and teaching strategies to ensure that curriculum for this PSLO is presented thoroughly using a variety of teaching methods.</p> <p>Result: Target Not Met Year This Assessment Occurred: 2014-2015</p> | |