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.

Department Name: Child Development

Division Name: Business and Social Sciences

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

Name	Department	Position
Nicole Kerbey	Child Development	Instructor, Chair

Number of Full Time Faculty: 1   **Number of Part Time Faculty:** 18

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

n/a

List all programs covered by this review and indicate the program type:

Program	Type			
Child Development	☐ Certificate	☒ AA / AS	☐ AD-T	☐ Pathway
Early Childhood Education	☐ Certificate	☐ AA / AS	☒ AD-T	☐ Pathway
Certificate of Achievement: Child Development Teacher	☒ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway
Certificate of Achievement in Program Supervision and Mentoring	☒ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway
	☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway

SECTION 1: PROGRAM DATA & ENROLLMENT

1A. Transcriptable Program Data: Data will be posted on Institutional Research's website for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2013-2014	2014-2015	2015-2016
Child Development AA	14	13	15
Early Childhood Education AD-T	not offered	not offered	7
Certificate of Achievement: Child Development Teacher	1	2	0
Certificate of Achievement in Program Supervision and Mentoring	0	0	0

1B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2013-2014	2014-2015	2015-2016
Early Childhood Education Certificate of Specialization	6	2	1
School Age Child Care Certificate of Specialization	1	0	0
Inclusion & Children with Special Needs Certificate of Specialization	1	0	1
Infant Toddler Certificate of Specialization	1	0	0

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

Four certificates of specialization (Early Childhood Education Certificate of Specialization, School-Age Child Care Certificate of Specialization, Inclusion & Children with Special Needs Certificate of Specialization, Infant/Toddler Development Certificate of Specialization) are not transcriptable. The value of the certificates of specialization for CHLD students is redeemed when the student is in search of employment rather than for transfer.

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

Students use certificates of specialization to help identify their specific interest areas in the Child Development field when they begin our program. We also see value in these certificates as providing a clear motivational pathway for students to continue their education- i.e. "small bites". The relatively low unit requirement may seem less intimidating for some students.

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

CHLD presents 3 new student orientations each year and the 6 CHLD certificates of achievement and specialization are discussed and promoted to new students. Special attention is given to the alignment of the Certificates of Specialization with the CA Child Development Associate Teacher Permit.

Looking at our numbers, it is obvious that we could encourage students to earn certificates more than we are doing. Nicole Kerbey advises students on career planning, and will increase efforts to "sell" students on these certificates for the above reasons.

1C. Department Level Data:

	2013-2014	2014-2015	2015-2016
Enrollment	2191	2248	2366
Productivity	363	405	447
Course Success	1685	1743	1802
Full-Time Load (FTEF)	2.0	2.0	1.6
Part-Time Load (FTEF)	4.9	4.6	4.9

1D. Enrollment Trend:
Program Enrollment (Over Past 3 Years): ☒ Increase ☐ Steady/No Change ☐ Decrease

1E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	**Steady/No Change**	**Decrease**	**Above**	**At Level**	**Below**
African American	☒	☐	☐	☐	☐	☒
Asian	☐	☒	☐	☒	☐	☐
Filipino	☐	☐	☒	☐	☐	☒
Latino/a	☐	☐	☒	☐	☐	☒
Native American	☐	☐	☒	☐	☐	☒
Pacific Islander	☐	☐	☒	☐	☐	☒
White	☐	☒	☐	☒	☐	☐
Decline to State	☒	☐	☐	☐	☐	☒

1F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☐ Above Level ☐ At Level ☒ Below Level
Female: ☐ Above Level ☐ At Level ☒ Below Level
<25 Years Old: ☐ Above Level ☐ At Level ☒ Below Level
>25 Years Old: ☐ Above Level ☒ At Level ☐ Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

Equity is very important to us and we're doing several things to address the fact that we are slightly behind the college averages in course success. The data and our analysis show our success are strong and at, above, or slightly below, the college average in many demographics. The area this clearly an issue to address is the non-success rate for targeted groups in online classes. These rates are significantly below the college average. In particular African American students have a higher non-success rate and withdraw rate in our online classes.

Ways we are currently working toward increasing student success in all modalities are encouraging faculty to follow-up with students who seem to be struggling early on in an attempt to retain them in classes. Faculty members are very open to discussing culture, race, bias, stereotypes, and tolerance as our field demands acceptance of others.

We are especially working with a population of second language learners. We recognize that some of

our students struggle with writing assignments and with the demands of being an online student (in which you must express yourself well through writing). We also suspect that a number of professionals in the field are not taking college courses because they are not comfortable with the English language.We are working witht the Language Arts Division to offer an ESLL course, English for Child Care Providers for the first time. We hope to capture students who are not proficient or comfortable expressing themselves in English. It is our hope, that we can work collaboratively so that our students may pursue further classes in ESLL and then CHLD when ready. Additionally we will continue to bring awareness of basic skill courses, and support services that are available including the Teaching and Learning Center, and Open Study.   We will also continue following up with students who seem to be falling behind. We recongize the challenge of reaching online students early, and providing support or guidance to reach underrepresented students early in the quarter, and working on ways to do this throughout our program. We recognize this is a challenge in many disciplines with online courses and seek to learn and engage with other departments and the Dean of Online Learning, to improve success rates in online classes.

1H. Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

We have not identified any classes that newly fall into this category. We are very mindful of how frequently we offer classes to avoid low enrollment, many are offered but once a year. We deactivated a course in Fall Quarter that was historically unable to make.

1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☒ Increase ☐ Steady/No Change ☐ Decrease
Program Productivity (Compared to College): ☐ Above Goal ☐ At Goal ☒ Below Goal

Please discuss what factors may be affecting your program's productivity.

Our department productivity has risen from 363 in 13-14 to 447 in 15-16. Face to face classes sometimes are less productive than online but we have improved productivity in both modalities in recent years. Our program has showed a steady increase for the last two years, and this year saw an increase of 19%. We acknowledge that some of our face to face classes that we offer bring our numbers down, but are necessary for degree completion and the ongoing needs of our students' to meet professional development requirements.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

 With our recent move to Sunnyvale, and our new plans to bring in and support second language learning students, we hope to capture new populations, creating pathways, which will increase productivity. We are confident that with the aid of a Program Coordinator that pathways might be found between high schools, community education programs, and ESLL communities to bring even more populations to our program.

SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

2A. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
Targeted Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
Online Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
In-Person/Hybrid Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion: ☐ Above Goal ☒ At Goal ☐ Below Goal
Targeted Student Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal
Online Student Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal
In-Person/Hybrid Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

Our collaboration with the ESLL program is one measure we are taking to support second language learners. We recognize that some of our students struggle with writing assignments and with the demands of being an online student (in which you must express yourself well through writing). We also suspect that a number of professionals in the field are not taking college courses because they are not comfortable with the English language. We are working with the Language Arts Division to offer an ESLL course, English for Child Care Providers for the first time. We hope to capture students who are not proficient or comfortable expressing themselves in English. It is our hope that we can work collaboratively, so that our students may pursue further classes in ESLL and then CHLD when ready. Additionally we will continue to bring awareness of basic skill courses, and support services that are available including the Teaching and Learning Center, and Open Study. We will also continue following up with students who seem to be falling behind.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

2C. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☒ Yes ☐ No

Does meaningful dialogue currently take place around equity and course success rates? ☒ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)
☒ Department Meetings ☐ Opening Day ☒ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

2D. Course-Level: How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

We are constantly reviewing and assessing our practices through the SLO practice. All of our instructors participate in this reflection process, and make changes as a result of their findings.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

They are being met.

2E. Program-Level: How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

Our program has spent much time reflecting on our Program Level SLO practices, and evaluating whether they could be improved upon. When we see the results of our surveys, full-time faculty reflect on the findings and share them with our adjunct faculty in Department. We then brainstorm how we could meet those goals more fully in our classes.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

Career planning is offered (through Perkins funds) with Nicole Kerbey, students are encouraged to meet with Foothill counselors, and to check their progress via DegreeWorks. We also hope the additional support of a Program Coordinator would help support our students in their goals further.

<p style="text-align:center;color:red">If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.</p>

2F. Workforce/CTE Programs: Refer to the program review <u>website</u> for labor market data.

What is the regional three-year projected occupational growth for your program?   7.25%

What is being done at the program-level to assist students with job placement and workforce preparedness?

Students are free to schedule an appointment with Nicole Kerbey who will advise on career path and education planning. Students are also coached in classes on how to present themselves to employers. We frequently offer career fairs and conferences to further support the relationships

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (<u>not resource requests</u>) from past program reviews and provide an update by checking the appropriate status box.

1. Offer more daytime classes at Middlefield to establish a new student base in preparation for our move to the Sunnyvale	Year: 2015	☒ Completed	☒ Ongoing	☐ No Longer a Goal

Education Center				
2. Provide (up to 3) new classes online	Year: 2016	☒ Completed	☒ Ongoing	☐ No Longer a Goal
3. Continue growing our community outreach opportunities (Fremont-Union, Alta Vista, Santa Clara Education, etc)	Year: 2016	☐ Completed	☒ Ongoing	☐ No Longer a Goal
4. Increase Productivity	Year: 2015	☒ Completed	☒ Ongoing	☐ No Longer a Goal
5. Increase Enrollment	Year: 2015	☒ Completed	☒ Ongoing	☐ No Longer a Goal
6. Increase WSCH	Year: 2014	☒ Completed	☒ Ongoing	☐ No Longer a Goal
	Year:	☐ Completed	☐ Ongoing	☐ No Longer a Goal
	Year:	☐ Completed	☐ Ongoing	☐ No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

1. While we have completed the move, this continues to be both a goal and a challenge for us to get these classes enrolled. We will look into marketing and perhaps pushing administration to let us offer classes earlier in order to fit the schedule of the working student.

2. We have successfully introduced one online class, 50A, that has done well enrolling both Fall 2016 and Winter 2017, and are waiting on others to be approved before offering.

3. With Jeanne Thomas' retirement, and low enrollment in these classes, we have put this goal on pause. With the addition of a Program Coordinator, we hope to get these pathways more firmly established.

4, 5 and 6. Our numbers are on the rise, and we don't intend to let that trend change. Productivity is up 19.5%, Enrollment is up 26.7% and WSCH is also up 26.4%.

Please provide rationale behind any objectives that are no longer a priority for the program.

These still remain program objectives.

3B. New Program Objectives: Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
To coordinate more fully with ESLL to offer classes to new Early Childhood Educators who aren't currently taking classes. Build a pathway into credit courses from there.	Winter 2017 offer first class	Course enrollment of at least 20 students
Coordinate efforts with Family Engagement Institute (FEI) to create pathways into our program	Summer 2017	Number of students that continue with classes after the Summer Academy
Strengthen relationships with Early Childhood Programs in our area, in order to	Winter 2017	Number of new students coming to

become their go-to source for professional development.		us for units.

3C. EMP Goals. Please refer to the Educational Master Planning (EMP) website for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

☒ Create a culture of equity that promotes student success, particularly for underserved students.
☒ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
☒ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

3D. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Child Development Instructor	$57,066.00 - $93,722.00		☒	☐	☐	☐
Program Coordinator I	$55,916.00 - 74,893.00		☒	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐

3E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

If the Program Coordinator position goes unfunded, reassign time to Nicole Kerbey would help make program goals possible. With an FTEF of 6.7 and the retirement of Jeanne Thomas, additional help of department load is greatly needed.

3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

> **While we very much appreciate the college funding the replacement position for Jeanne Thomas in the current academic year, we've requested additional faculty resources in the form of an additional instructor, for a total of three full-time instructors. With an FTEF of 6.7 and the retirement of Jeanne Thomas, additional help of department load is greatly needed. We also requested reassign time/pay to meet the demands of an academic and workforce program, and with the reduction of one instructor, we need support more than ever. While we received a nominal stipend last year, this has not been offered again.**

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Productivity	With a rise of 19.5% this year we are actively addressing this issue.
Consider course offerings, planning.	Continuously evaluating offerings to increase productivity.

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

> We are a vibrant program that really strives to meet the needs of all students in our classes. As seen in our data, this programs serves underrepresented students at a higher level than other departments in the college, and our courses success rates overall are strong. Due to a larger population of underrepresented students we recognize the need to address online course success. Our faculty are highly engaged in ways to increase student success and are very connected to the workforce community in development. We have a strong advisory board that meets regularly and we have quarter department meetings with all faculty to stay connected and share news, best practices and goals. We regularly provide career advisement and forward students to counselors for academic counseling as well as DRC support and mental health issues. We're told by students that our department shows active concern for them and helps council them compared to other colleges. We believe this support of our students is vital to their continued enrollment and success.
>
> With the move to Sunnyvale, we have breathed a little excitement into our program! Students are impressed with the new facility, we are reaching new populations, and instructors are feeling more valued in our new space.
>
> We're really excited about the hiring process that is about to begin to hire a second full time instructor, and the prospect of hiring a third is also justified by the enrollment and WSCH and part-time faculty load utilized to capture that enrollment.

SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

5A. Attach 2015-2016 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.

5B. Attach 2015-2016 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 6: FEEDBACK AND FOLLOW-UP

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

6A. Strengths and successes of the program as evidenced by the data and analysis:

The Child Development program provides a vital career and transfer education opportunity for Foothill College students. Students enrolled in the program are pursuing a wide range of career and educational goals, from transfer to K-12 teaching, to running a child development center, to working in a child development center at many different levels. While salaries for entry-level child development workers are not high, the training often leads to stable employment with the opportunity for advancement with further education and or the opportunity to start your own business. As discussed in this program review the program has grown significantly in the last five years and productivity, which was once a serious challenge, has been increased. The faculty in the program are highly talented, trained and engaged in the local workforce community. Program faculty meet every quarter and a high level of collegiality and support exists among the members. The program serves a high number of underrepresented students and has course success rates at or just below the college average for many of its demographic groups.

6B. Areas of concern, if any:

Growth in the online course offerings in Child Development has opened up new opportunities for many students to take classes but it has also led to a higher non-success rates for underrepresented students, particularly African American students. This is an area of focus moving forward, and it is recommended that more focus and attention be placed on ways to meet the needs of underrepresented students in online classes earlier in the quarter.

6C. Recommendations for improvement:

Work to increase student success among underrepresented students in online classes.

6D. Recommended Next Steps:
  ☒ Proceed as Planned on Program Review Schedule
  ☐ Further Review / Out-of-Cycle In-Depth Review

This section is for the <u>Vice President/President</u> to provide feedback.

6E. Strengths and successes of the program as evidenced by the data and analysis:

The department should be commended for taking steps to support the learning of the diverse students in its program. The partnerships with ESL and FEI should pay dividends in the long term.

The department should also be proud of its work on the Elementary Education ADT. This program should be a nice complement to the current degree and certificate offerings for our students.

6F. Areas of concern, if any:

Maintaining enrollment.

6G. Recommendations for improvement:

This program review does not include an analysis of labor market data as the Dean references -this information could be helpful in recruiting students. Has the department applied for Stronger Workforce funds to support its efforts?

The last program outcomes assessments were conducted in fall 2014 - within the 3 year requirement - a new round of assessments might help the program identify areas of improvement. The department might consider working with institutional research / equity to dis aggregate the assessments by previous course work and demographics.

A sample of other suggestions (from various sources) for increasing the success for disproportionately impacted students include:
•   Syllabus redesign
•   Incorporation of service learning activities
•   Including classroom activities to acknowledge and strengthen students' personal identities as learners (in the discipline)

These suggestions are given in the spirit of helping the program to improve. It is clear from the writing that the program has taken the time to thoughtfully address the prompts in this prorgram review which show a viable program working to improve the learning opportunities for all its students.

6H. Recommended Next Steps:
☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 6, the Program Review 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.

Foothill College
Department - Child Development (CHLD)

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Child Development (CHLD) - CHLD 1 - CHILD DEVELOPMENT: PRENATAL TO EARLY CHILDHOOD - SLO 1 - Identify the behaviors and characteristics of children birth through early childhood. (Created By Department - Child Development (CHLD)) **Assessment Cycles:** End of Quarter **Start Date:** 09/30/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Exam essay question-Rubric will be used **Assessment Method Type:** Exam - Course Test/Quiz	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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	Assessment Method: Group project presentation assignment **Assessment Method Type:** Presentation/Performance		
Department - Child Development (CHLD) - CHLD 1 - CHILD DEVELOPMENT: PRENATAL TO EARLY CHILDHOOD - SLO 2 - Demonstrate knowledge of the major influences to development including culture, heredity, and environmental factors. (Created By Department - Child Development (CHLD))	**Assessment Method:** Pre and post test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: In-class **Assessment Method Type:** Discussion/Participation	07/01/2016 - This SLO is reached by a combination of small group as well as whole class discussion. It is further verified by a question on the midterm, in which student's must list 10 factors	

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		that can influence a child's development. All students receive an A on this discussion. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		04/15/2013 - Students were able to demonstrate understanding of the major influences in both class discussion (photo available) and on the midterm exam. **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) -

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
CHLD 1 - CHILD DEVELOPMENT: PRENATAL TO EARLY CHILDHOOD - SLO 3- Theories - Identify the different theories of child development and their implications on current practice in the early childhood field. (Created By Department - Child Development (CHLD)) **Assessment Cycles:** End of Quarter **Start Date:** 04/01/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Test **Assessment Method Type:** Pre/Post Test	07/01/2016 - Students demonstrate their lack of understanding of the child development theories in small group discussions. Those groups must create a presentation featuring the theory and tell us what the implication of the theory is. Lastly, they identify 5 major theories, the theorist responsible for it, and the implications of the theory on their midterm exam. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		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	
	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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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 accesed 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 **Assessment Method Type:** Class/Lab Project	01/01/2015 - Students were able to share what they learned about behaviors and characteristics 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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	12/20/2015 - I measured each SLO using take-home essay questions on the midterm and final exam. Each exam had two essay questions students had to complete. • 7 students averaged a B+ or higher on assessment activities, and were considered to have mastered the SLO at a high level. • 6 students averaged between a B and a C on assessment activities, and were considered to have mastered the SLO at an average level. • 4 students averaged a C- or lower on assessment activities, and were considered to have failed to master the SLO or to have achieved a marginal level of mastery. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		01/15/2014 - Test questions: Short question-Answer, Multiple choices questions and Essay writing questions in Mid Term and Final Tests. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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, 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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Department - Child Development (CHLD) - CHLD 2 - CHILD DEVELOPMENT: MIDDLE CHILDHOOD TO ADOLESCENCE - SLO 3- Theories - Identify the different theories of child development and their implications on current practice in the early childhood field. (Created By Department - Child Development (CHLD)) **Assessment Cycles:** End of Academic Year **Start Date:** 04/01/2013 **Course-Level SLO Status:** Active	**Assessment Method:** 1. Pre test of SLO: In class writing self reflection on understanding of theories students know about child development and their implications on current practices observed in early child hood field. 2. Post test of SLO: (i) In class writing of self reflection on theories learned and their importance in the field of child development with special reference to Middle Childhood and Adolescence development. **Assessment Method Type:**	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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Pre/Post Test	theories thoroughly. They were very happy that they obtained all the knowledge they were interested in and also learned the strategies to meet growing children needs and requirements. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
	Assessment Method: As part of a midterm/final exam **Assessment Method Type:** Essay/Journal	12/20/2015 - I measured each SLO using take-home essay questions on the midterm and final exam. Each exam had two essay questions students had to complete. 1 student averaged a B+ or higher on assessment activities, and were considered to have mastered the SLO at a high level. 10 students averaged between a B and a C on assessment activities, and were considered to have mastered the SLO at an average level. 6 students averaged a C- or lower on assessment activities, and were considered to have failed to master the SLO or to have achieved a marginal level of mastery. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
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	**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	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:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	needed to come up with an example **Assessment Method Type:** Exam - Course Test/Quiz	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		
Department - Child Development (CHLD) - CHLD 50A - INFANT/TODDLER DEVELOPMENT - SLO 1 - Relationship Based Learning - Identify the principles of relationship based learning with infants and toddlers. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	04/09/2016 - Beginning knowledge assessed through in-class discussion and writing assignments. Post-test was given with matching terms & concepts and short answer essay final exam. 1. Students gained knowledge of specific strategies and interactions which are considered "3R interactions" (responsive, reciprocal and respectful) and identified how such interactions effect infant development.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2. Using the Infant/toddler Learning and Development Foundations (published by the CA Dept. Of Educ.) helped students to understand the progression of development. 3. Students were able to share verbally and in written reflection how significant relationships in their own lives may have shaped their own (or their children's) development as infants/in early childhood. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		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. 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. 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. **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
		04/10/2014 - Pre-test was in class discussion and activity format; post-test was matching terms and concepts and short answer essay final exam. Students learned that relationship based infant toddler education and care can result in children's developmental progression. The importance of relationships. Using the Foundations (published by the CA Dept. Of Educ.) was extremely helpful to students as a way of recognizing infant's progression of development and how adult interactions can have positive (or negative) effects. Students were able to articulate their new knowledge and recognize how significant speaking with parents can be as an influence on building relationships. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		03/31/2013 - 1. Students learned to recognize interactions adults (themselves) can have with infants & toddlers that support the child's development. 2. Students thinking changed as far as expecting objects to 'teach' rather than the significance of interpersonal relationships and experiences. 3. Students were better able to articulate their new knowledge and recognize it as a form of possible advocacy for children and families. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		05/11/2012 - 1. Students learned to recognize interactions adults (themselves) can have with infants & toddlers that support the child's development. 2. Students thinking changed as far as expecting objects to 'teach' rather than the significance of interpersonal relationships and experiences.	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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		3. Students were better able to articlate their new knowledge to each other and as a practice of how they will use this knowledge in the workplace.	infants & toddlers and themselves as early childhood professionals.
		Result: Target Met **Year This Assessment Occurred:** 2011-2012	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	04/09/2016 - In-class writing at beginning of course compared to in-class writing at end of class. 1. The organization of materials/resources used supported student learning by having the same "ages of infancy" in the textbook as in the PITC videos and the CDE Foundations book. 2. Students were able to integrate their own personal experience and reflections into their learning which makes content more meaningful to their individual experiences. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		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. Written work given as a take home writing format resulted in responses from students that were more thoughtful and complete than previous in-class writing has produced. Students are able to integrate their own personal experience and perspective into their learning	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		which makes content more meaningful to their individual experience. 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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		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 subtile changes in infant development 4. they have learned to place these observations in 'individual child' context - not so specifically following chronological age stages. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
	Assessment Method: Portfolio assignment – students had to demonstrate their knowledge of each age of infancy through a creative representation and a written paper. **Assessment Method Type:** Essay/Journal	04/10/2014 - 1. The organization of materials supported student learning by using the same "ages of infancy" in the textbook as in the PITC videos and the CDE Foundations book. 2. Portfolio made for success of individual students with a variety of learning methodologies. 3. Students were able to integrate their own personal experience and reflections into their learning which makes content more meaningful to their individual experiences.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		4. Asking students to analyze and apply their learning of specific content within the portfolio was an effective way for them to demonstrate their learning and ability to make connections within presented material. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 50A - INFANT/TODDLER DEVELOPMENT - SLO 3 - Cultural Patterns - Recognize the differences between independent and interdependent cultural patterns. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: The topic was discussed within class content and was a part of required readings. **Assessment Method Type:** Discussion/Participation	04/16/2015 - 1. The larger idea of cultural diversity was discussed more than the specifics of independent/interdependent cultural patterns. 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. 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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		04/10/2014 - 1. What were your most important findings from your data? (write two to five sentences summarizing your findings.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		The larger idea of cultural diversity was discussed and more pressing to this group than the specifics of independent/interdependent cultural patterns. Reminds me that I need to review the SLO's and perhaps change this one to reflect the larger context of culture. This group of students were very aware of culture and anti-bias curriculum ideas as the course CHLD 51A – Affirming diversity - was mentioned by name as a resource in better understanding this content. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 51A - AFFIRMING DIVERSITY IN EDUCATION - Student Learning Outcome #1 - - Identify the goals of multicultural education and ways they can be incorporated in the classroom. (Created By Department - Child Development (CHLD)) **Assessment Cycles:** End of Quarter	**Assessment Method:** In-Class **Assessment Method Type:** Discussion/Participation	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
Course-Level SLO Status: Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz	04/15/2013 - Students were asked to identify the goals of multicultural education and ways to meet the goals in the early childhood classroom in both class discussion and on the final exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Students were able to identify and give examples of how the goals will be met in the early childhood classroom.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Students were assessed on their ability to demonstrate their understanding of the Anti Bias goals in a Group Project. Additionally, using the four Anti Bias goals as a guide, students evaluated educational settings for Young Children using an Anti Bias Environment Assessment.Rubric was used to assess their effectiveness, as well as class peer evaluations for their Group Project. **Assessment Method Type:** Class/Lab Project	10/14/2016 - Students overall demonstrated an understanding of the Anti Bias goals. All four Group projects earned As and Bs . I believe giving students multiple ways to demonstrate their understanding of a topic helps to reinforce the concept. Powerpoint, Films, Group Discussion, Journal , Observation and /or Essay, Test and /or Project is the sequence used in my online classes. I have found it to be very effective. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
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	04/16/2015 - For the book project, out of 40 points, 82% of the students received 36-40 points.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	messages they send **Assessment Method Type:** Class/Lab Project	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	
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 Cycles:** End of Quarter **Course-Level SLO Status:** Active	**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 Method: Students were asked open ended questions as part of their weekly journal writing and group discussion questions. They were later asked the same questions Identify and describe the research regarding the changing demographics in education. **Assessment Method Type:** Discussion/Participation	10/14/2016 - I believe giving students multiple ways to demonstrate their understanding of a topic helps to reinforce the concept. Powerpoint, Films, Group Discussion, Journal , Observation and /or Essay, Test and /or Project is the sequence used in my online classes. I have found it to be very effective. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
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	06/20/2016 - What did you do? • Embedded demonstrations of various behaviors and skills per use of adapted items brought to the class. video clips and reference to content in the chapter readings. • Developed a group activity which required students to review and discuss characteristics of conditions and identify a relevant strategy that would support development and or behavior to increase skills.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		How was it measured? • 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. Reflection • 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:** 2015-2016	
		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	
		08/05/2012 - Students were able to identify professionals involved in the supporting children and families through the IFSP/IEP system. They understood relationships between therapists, family members and educators. They expressed the role of the educator in this team and strategies to be successful. **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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 in order to help students be prepared for CHLD 53NC (Inclusion Strategies). **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	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).
	Assessment Method: student group presentation assignment **Assessment Method Type:** Presentation/Performance	10/13/2014 - Measured by student self-evaluation and peer evaluations. The concepts of environment arrangement and 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.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Changes that will be made: -Teaching methods – perhaps bring in guest speakers or goon field trips to bring in more "authentic" learning of this SLO rather than relying on students to present such. Some quarters this works better than others. Perhaps asking the students about their availability of resources for such an assignment and then making changes as needed for the particular quarter could help with this. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	06/20/2016 - 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. Reflection on Results a) students are very aware of community resources that they have personally used, although knowledge of resources for families and children with special needs was not as familiar to students. b) students shared that they would need to "be in the shoes of the family/child" to really get a sense of what is offered as websites didn't offer enough info to be comfortable referring families to such community resources. c) this discussion led as a good intro to the topic of collaborating and discovering "who are our partners" in community programs. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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 effective-time to process content via small group activities. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Child Development (CHLD) - CHLD 53NP - DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS - SLO 2 - Developmental Behavior Identification - Identify atypical developmental behaviors through observation based on typical developmental patterns and chronological age norms across developmental domains. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	01/25/2013 - I would strengthen the opportunities to bring additional resources that help students learn about the difference between typical and atypical behavior...many were not yet familiar with basic child development. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	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. **Assessment Method Type:** Class/Lab Project		
	Assessment Method: Test- essay question **Assessment Method Type:** Essay/Journal	11/21/2015 - Assessment Strategy (what did you DO to assess this SLO?): • #2 In class activities (i.e. charting in small groups, written reflections supporting their understanding, discussions of particular concepts, review of developmental profiles to understand developmental domains. How did you measure it? (test question, essay, etc.) • Both SLO # 2 :Test questions, written essays, written reflections about content. Generally the foundational knowledge about typical development was not evident, therefore effecting the design of planned activities and outcomes related to the topics about what atypical development looks like so that the SLO could be met. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2015-2016	
		10/06/2014 - Students read and in small groups prepared a explanation of systems that families experience during both Early Start and IEP process. Given that information, materials from various community agencies for students to review and determine the best resource for each process. Students retain and can demonstrate increase knowledge when given both verbal lecture inclusive of real life experiences, visual lecture with less content rather icons and most effective time to process content via small group activities. **Result:** Target Met **Year This Assessment Occurred:** 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. • 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.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	11/21/2015 - Assessment Strategy (what did you DO to assess this SLO?): In class activity and final exam How did you measure it? (test question, essay, etc.) Pre knowledge expressed through in-class discussion, post knowledge measured through final exam. The students learned from doing research on their own, reading from the text and from having conversation to talk about their understandings with others. They had to both articulate about the different disabilities and share how they would remember the key characteristics based on their own learning style. Students created "reminder" books which they were able to use on the final exam. The process of making seeking out information and creating the books offered learning at multiple levels. This seemed to work for most students although students with English as second language had more difficulty with this learning format. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **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	04/04/2016 - 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:** 2015-2016	
		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	**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	04/04/2016 - Students were optimistic about their plans of action. I observed that students felt empowered to make these changes. Students discussed ideas they had learn in 54A in my other Admin course CHLD 90C. I observed that those students felt they had developed a plan and could make headway on the improvements needed in their program. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		**Year This Assessment Occurred:** 2015-2016	
		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 Cycles:** End of Quarter **Course-Level SLO Status:** Active	**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:** 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	**Assessment Method:** Each student created an action plan for achieving greater leadership skills and effectiveness.	01/13/2016 - Assessment Strategy (what did you DO to assess this SLO?): This course was very interactive and reflective. Students developed and shared their action plans to improve their	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 Type:** Class/Lab Project	leadership skills and interactions with their staff. Course included assessment of personal leadership style. How did you measure it? (test question, essay, etc.) Each student created an action plan for achieving greater leadership skills and effectiveness. Reflection: Students were enthusiastic about their plans of action and stated that they felt empowered to be able to make these changes. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		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	**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	01/13/2016 - Assessment Strategy (what did you DO to assess this SLO?): 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. How did you measure it? Reflecting upon their	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		own job responsibilities, students created an action plan for adjusting typical management functions of their positions to reflect 'leadership'. Reflection: 1. What were your most important findings from your data? (write two to five sentences summarizing your findings.) 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:** 2015-2016	
		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:** 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 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:**	06/28/2016 - How did you measure it? (test question, essay, etc.) 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.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Quarter **Course-Level SLO Status:** Active	Class/Lab Project	Reflection: 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:** 2015-2016	
		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 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 **Course-Level SLO Status:** Active	**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	06/28/2016 - How did you measure it? (test question, essay, etc.) 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. Reflection: 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:** 2015-2016	
		09/30/2015 - Students were enthusiastic about sharing their reflection findings. They valued the questions and input from their discussion groups	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		and the conversations were lively- a lot of "aha's". **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
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	07/02/2016 - How did you measure it? (test question, essay, etc.) Assignment rubric provided, each part of the assignment was worth points Students were able to identify what goes on a document panel, produce one and explain the various parts. 23 out of 24 that completed the assignment got passing grades. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		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 knowledge with the construction of their own. All students earned a grade of B or higher on this assignment. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Child Development (CHLD)) **Course-Level SLO Status:** Active		information about the children they were observing and they were able to plan for these children using this information. This provided them with quality experiences they will need in the field of child development. This knowledge was demonstrated to me through their assignments and by the performance on their final exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Child Development (CHLD) - CHLD 56 - OBSERVATION & ASSESSMENT - SLO 3 - Observational Data Collection - Describe the various methods of collecting observational data on children. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: Students demonstrated proficiency through classroom assignments and answers to questions on the final exam. **Assessment Method Type:** Exam - Course Test/Quiz	07/01/2016 - Students demonstrated understanding in their responses to questions on the final. 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." **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		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." **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		04/21/2014 - Students were able to demonstrate	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		this understanding through several methods. First, they turned in assignments using each of the methods. Second, they put together a portfolio that demonstrated their knowledge. Lastly, they answered several questions on the Final Exam that demonstrated this knowledge. All students who took the Final Exam, passed it with an "A" grade. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 56N - PRINCIPLES & PRACTICES OF TEACHING YOUNG CHILDREN - SLO 2 - Teacher's Role - Evaluate the teacher's role in providing best practices in early childhood programs. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Embedded exam question **Assessment Method Type:** Exam - Course Test/Quiz	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		04/10/2014 - Correct answers increased from 56% to 63%. Through discussion and videos, additional focus was placed on the early childhood teacher's role in addressing the needs of the whole child. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		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. **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
		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	
	Assessment Method: Final Individual Project - Assignment 5 Teacher Curriculum Project in class with Prop Box. **Assessment Method Type:** Class/Lab Project	01/14/2016 - It was measured by (i) Project Presentation in Class with curriculum planning, implementation and assessment method for best teaching practices (ii) Writing a short supplementary paper to describe learning goals, education philosophy, teachers' role and practice for various age groups for optimum development of children. Students demonstrated well their understanding about the best teaching practices for early childhood program by presenting their Final Individual Project - Assignment 5 Teacher Curriculum Project in class with Prop Box. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: Toy Project Presentation in Class with learning activity planning, implementation and assessment method to demonstrate best teaching practices for a particular age group of children. (ii) Writing a short supplementary paper to describe learning	01/14/2016 - Students learned and demonstrated the benefits of age and stage appropriate toys for children. While preparing their handmade toy and a puppet they learned that best play material or toy can be created and made at home to use in class for learning activities. This allowed them to think creatively and critically about toy as learning	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	goals, materials required, age group of children, teachers' role and activity procedure to achieve maximum benefit for children. **Assessment Method Type:** Class/Lab Project	material for young children. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
Department - Child Development (CHLD) - CHLD 59 - WORKING WITH SCHOOL-AGE CHILDREN: PRINCIPLES & PRACTICES - SLO 1 - Behavior Identification - Identify the behaviors and characteristics of children ages five to twelve years. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	10/06/2014 - Students learned more in-depth about School-Age children behavior and characteristics through: (1) Child Observation experience in the field and presenting personal reflections in the Observation Journal, (2) Small group and large group discussions in the class and (3) Curriculum project (activity) presentation for specific age group of school-age children in the class. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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 **Assessment Method Type:** Class/Lab Project		
Department - Child Development (CHLD) - CHLD 59 - WORKING WITH SCHOOL-AGE CHILDREN: PRINCIPLES & PRACTICES - SLO 2 - Developmentally Appropriate Child Care - Define the elements of developmentally appropriate, high quality school-age child care. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Program Design Project **Assessment Method Type:** Class/Lab Project	10/06/2014 - Assignment # 1 helped students to learn School Age Children Environment Rating Scale application as they visited school programs with check list. The field observation helped them to know differences in school age programs environment designs, teaching philosophies and comparison of various programs. It helped them to develop and create their own ideal developmentally appropriate School Age Program Environment plan.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Assignment # 2 helped them to develop curriculum activities for all children with varied abilities and capabilities. In Final School Age Program Club and Panel presentation they developed their own School Age Program with application of their own Developmentally Appropriate Goals for children. I found this course has successfully achieved SLO 2, i.e. developmentally appropriate, high quality school-age child care with Program design project. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		07/02/2013 - The course is well organized with SLO and course requirements. Students are interested in the course activities and the course is very helpful for students who are planning to work as School-Age Program Teachers. The course covers Developmentally Appropriate Practice (DAO), Planning High Quality School Age Program and School-Age Care Environmental Rating Scale (SACERS). I found students were very engaged in the class activities and satisfied with the course. I have learned lot while applying different teaching-learning strategies for meeting their needs and learning requirements. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		05/11/2012 - By the time of the midterm exam students indicated an increased knowledge and understanding of developmentally appropriate and high quality child care for school-aged children. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2011-2012	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
Department - Child Development (CHLD) - CHLD 63N - ARTISTIC & CREATIVE DEVELOPMENT - SLO 1 - Creative Growth - Compare and contrast methods that encourage and discourage creative growth in the young child. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: Each student was required to observe a group of children participating in an open-ended project that encouraged creativity and observe a group of children participating in a close ended project that discouraged creativity. The final part of the assignment was to write a reflective paper comparing and contrasting the two observations and the creative growth that incurred from the two experiences. **Assessment Method Type:** Essay/Journal	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 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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		01/27/2014 - The outcome from the student's papers was the understanding of encouraging creative growth through the use of methods such as allowing time, enough materials, not providing a model/sample, and allowing for the freedom to create. The students had the opportunity to observe children participating in a project with rules, structure, and a focus on a finished project and then to observe the opposite experience with the open ended project. They wrote about the amount of time children spent, the amount of conversation during the projects, the demand of assistance from the adults, and the body language of the children being observed. I think the additional experience that the students experienced for themselves was very valuable. They had a lot of thoughts about how they felt being told how to do something versus being allowed to experiment and "play" and create their own final product. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		03/12/2012 - The outcome from the student?s papers was the understanding of encouraging creative growth through the use of methods such	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
	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 experiences. I also had the students experience the difference of presenting the same activity in two different ways during class. **Assessment Method Type:** Essay/Journal	06/30/2013 - The outcome from the student's papers was the understanding of encouraging creative growth through the use of methods such as allowing time, enough materials, not providing a model/sample, and allowing for the freedom to create. The students had the opportunity to observe children participating in a project with rules, structure, and a focus on a finished project and then to observe the opposite experience with the open ended project. They wrote about the amount of time children spent, the amount of conversation during the projects, the demand of assistance from the adults, and the body language of the children being observed. 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. **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
	Assessment Method: 1) Presented activities during class times. Some of these activities were classic school activities, such as coloring pages, and others were close ended. While students engaged in exploration of the activities they wrote developmental learning outcomes for the students for each activity and compared and contrasted the different types of learning children would do to encourage or discourage creative development. 2) Students created activities in different categories to present to each other and drew upon these differences to plan experiences that encouraged creativity. This was one of the elements they were assessed for as they did their activities. How did you measure it? 1) The students turned in binders at the end of the class with all of their worksheets for these activities. Their reflections of these activities included a reflection of the greater creativity created through more open ended activities. I used these reflections to measure this SLO. **Assessment Method Type:** Essay/Journal	10/01/2016 - Students gained a lot from the participation in the activities through hand on experiences. Their comments mentioned that through active exploration of the materials and activities they realized more about how the children would engage in the activities in ways that expanded their creativity. This showed in the outcomes they wrote before and after the activities as well as in the reflections. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
Department - Child Development (CHLD) - CHLD 63N - ARTISTIC & CREATIVE DEVELOPMENT - SLO 2 - Sensitivity to the Arts - Identify the benefits of using a variety of media to promote children's sensitivity to, and use of various tactile, visual and performing arts. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	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. I was pleased that the students were excited about	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		01/27/2014 - The students wrote comments in their final essay question such as; they were leaving this course with more confidence in providing various creative mediums in their classrooms after experiencing them first hand. They were exposed to new materials such as textiles, pastels, charcoal which I think that many of them will bring into their classrooms. They wrote about the value of having the time and freedom to explore with the materials which allowed for their own creative self to grow. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Child Development (CHLD) - CHLD 63N - ARTISTIC & CREATIVE DEVELOPMENT - SLO 3 - Creativity - Understand the elements of creativity and creative thinking. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: Assessment Strategy (what did you DO to assess this SLO?): Students used the ECHERS assessment tool and other materials to assess the art area of the learning environment for a classroom. They used these assessments to identify what materials were needed and	10/01/2016 - Students were able to use the materials and class instruction to assess children's creative learning environments effectively and make changes that enhanced these areas to include more elements of creative expression in the areas and enrich the children's experiences. The ECHERs was a highly effective tool to help them focus on specific elements.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	assess whether all of the elements of various creative expressions were included. How did you measure it? (test question, essay, etc.) Students completed the Creative Expression Learning Environment Assessment Assignment and participated in class discussions. **Assessment Method Type:** Class/Lab Project	**Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
Department - Child Development (CHLD) - CHLD 71 - PLANNING CREATIVE ART ACTIVITIES FOR CHILDREN - SLO 1 - Art Experience - Demonstrate the ability to plan, prepare, and facilitate an open-ended art experience. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	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	
	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	02/13/2016 - How did you measure it? First each student completes the Activity Plan template. The template includes the goals and objectives of the activity, the materials needed, if the activity did not work out well how could it be changed for next time, and how can it be expanded? The next step is for each student to demonstrate to the class how to facilitate the activity. Reflection- The students come from a wide range of experience working with young children. This assignment provides for an opportunity to reflect upon their activity at their own personal level for growth. Sometimes a teacher has goals in mind about an activity but once children are observed actively involved with the materials our goals	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		change or we think of ways to scaffold the activity for children to reach a higher level of thought or skill development. I want the college students to have an opportunity to use reflective teaching practices and learn how valuable they can be with their teaching. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		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. **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	01/27/2014 - The students reflected that the hands-on, open-ended explorations allowed them	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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	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	02/15/2016 - During the first class the students are assigned to write about what methods they would use to foster creativity with children. At the end of the final class the students are assigned to reflect upon how their thoughts have changed about how to foster creativity. How did you measure it? I compare the definitions that the students have written during the first class versus the last class. Their final definitions included a better understanding about the elements of creativity and how to foster creative growth. The students consistently portray much more comfort with the process of creativity and the skills and opportunities to use to provide for young children to develop their creative skills. Reflection: What were you most important findings from your data? The students wrote about the importance of using various methods, materials, and the value of focusing on the process versus the product. Their deeper understanding of creativity should have an impact upon how they will encourage creative development with the children they teach in the future. They included the importance of language and open ended questions teachers should use with children to encourage both creativity and creative thinking. Their reflections included using	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		important techniques such as observing, listening, and reflecting upon the children's questions and comments. The students also emphasized the importance of allowing enough time and space for the creative process to happen. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
	Assessment Method: Students signed up in teams to demonstrate an appropriate creative arts activity. Each student wrote a self evaluation after leading the demonstration as a team. **Assessment Method Type:** Presentation/Performance	01/27/2014 - Students were able to use in class planning time to research and develop their creative arts demonstration. Students used a variety of media to demonstrate the arts process including Internet and PowerPoint. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 72 - LANGUAGE DEVELOPMENT - SLO 1 - Language - Identify the stages of language acquisition and development. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	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	07/01/2015 - Students were able to use different resources (class text, reader, web) to provide information on development. Those that followed	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	3rd grade. (5 pages) Mid-term and final exam **Assessment Method Type:** Essay/Journal	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 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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Question(s) on test **Assessment Method Type:** Exam - Course Test/Quiz	07/02/2013 - In the pre-test the average score was 3.33. 2 students scored a 1; 2 students scored a 2; 2 students scored 2.5; 1 student scored a 3; 1 student scored 3.5; 2 students scored a 4, 1 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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	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 Three Bears. On the last day of class, groups of 2 or 3 used props in a story re-enactment. **Assessment Method Type:** Pre/Post Test		
	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. **Assessment Method Type:** Presentation/Performance	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. 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. **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
Department - Child Development (CHLD) - CHLD 72 - LANGUAGE DEVELOPMENT - SLO 3 - Social Context - Recognize and understand the importance of studying language development within a social context. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	04/10/2014 - On the first night of class, students wrote individually about why it is important to study language development within a social context. They were asked the same essay question on the midterm exam. Take-home essay question. Scoring: 1 point for each response which describes a unique, appropriate reason for studying language development in a social context. Maximum score of 8. Scores of 4 are acceptable and >5 are good.: In the pre-test the average score was 1.1. Scores ranged from 0-2. The post-test average score was 5.4. In the post test one person scored a 1, and one person scored a 3. All the others scored 4.5 or higher, so 75% scored in the acceptable to good range. Even the low scorers improved by 1 or 2 points, and some students improved by as many as 6 points. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
	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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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))	**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	08/05/2012 - Students were able to demonstrate their abilities to plan developmentally appropriate music & movement activities for children. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2011-2012	
Course-Level SLO Status:			
Active	**Assessment Method:** Group project **Assessment Method Type:** Class/Lab Project	04/10/2014 - In both cases, students created posters demonstrating their understanding of the assignments. Ages and stages were identified comprehensively and accurately. Activities suggested were appropriate. In the classroom design activity, students designed both indoor and outdoor music play spaces that would serve to enhance the cognitive, motor, and social skills of children. Students created comprehensive posters that demonstrated an understanding of the assignments given. Ages and stages were considered and appropriately planned for in all activities. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		07/02/2013 - Two projects were used to assess students' understanding. Students created comprehensive posters that demonstrated an understanding of the assignments given. Ages and stages were considered and appropriately planned for in all activities. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:**	**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
Active			
Department - Child Development (CHLD) - CHLD 74 - SCIENCE & NATURE - SLO 1 - Appropriate Science and Nature Activities - Plan, facilitate, and evaluate developmentally appropriate science and nature activities (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	Assessment Method: The students will plan, facilitate and evaluate a science and nature curriculum activity for the rest of the class to actively experience.	08/05/2012 - The majority of students knew how to plan, lead, and evaluate a science and nature activity. Most of the students had some experience working with young children but the majority of students were not involved in curriculum planning. This assignment was a valuable skill for the students to develop. A few of the students needed assistance with the activity planning assignment. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
	Assessment Method: Class discussion **Assessment Method Type:** Discussion/Participation		
	Assessment Method: The students were assigned to plan, facilitate and evaluate a science and nature curriculum activity for the rest of the class to	04/17/2015 - Evaluation: 25% of students answered the true/false questions correctly on the pretest; 100% correct on post-test. All students received an A on their group webs –	

| | actively experience.
Assessment Method Type:
Class/Lab Project | excellent planning.
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.] 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.

Result:
Target Met
Year This Assessment Occurred:
2014-2015 | |
| | | 04/10/2014 - The students were assigned to plan, facilitate and evaluate a science and nature curriculum activity for the rest of the class to actively experience. The students were in groups of four and brainstormed nature topics that they could plan activities for the children to learn more about the topic (such as vegetables, ocean life, etc) I observed how well planned the activity was, how they facilitated the activity, and read their written evaluations about the activity.Overall the students had a good grasp about how to plan, lead, and evaluate a science and nature activity. Most of the students had some experience working with young children but the majority of students were not involved in curriculum planning so this was a valuable experience for them to practice developing. Some students needed assistance with how to plan an activity and what | |

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		types of things would evaluate after the other students had participated in the activity. That is when group work benefits all students. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
	Assessment Method: Class projects followed by a one page essay about what they had learned in this class and if they would use any of the ideas in their classroom. **Assessment Method Type:** Essay/Journal	04/11/2016 - Had owl pellets for students to dissect, worms to study and snails to study. Encouraged students to handle tools for dissecting, pick up the worms and snails. Demonstrated 'inquiry learning' techniques by not answering all their questions but asking them 'what?, why?, how?' How did you measure it? At the end of the class, I asked students to write a one page essay about what they had learned in this class and if they would use any of the ideas in their classroom. Reflection: How unsure some of the students were in bringing natural science into the classroom until they experienced the same hands on experiences they could provide for their students **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
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))	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		nature in the preschool curriculum. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		07/02/2013 - The average pre-test scores was 1.8; the post-test average was 4.4. 3/14 (21%) passed on the pre-test (7 people were late and did not complete the pre-test). 14/19 (74%) passed on the post-test. The lowest score on the pre-test was 0. The lowest score on the post-test was 2. On the pre-test, most people scored 1, 2, or 3. On the post-test, most scored 4, 5 or 6. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Essay question **Assessment Method Type:** Essay/Journal	04/10/2014 - I read their before and after the course writings and felt that 100% of the students improved their understanding about the importance of science and nature. I realized how little importance many students put on the importance of incorporating science and nature into their curriculum plans. They did not realize the connection children have with nature and the outdoors. Another finding was how many students shared about their limited knowledge they had with science topics and tried to avoid including it into their curriculum plans. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 74 - SCIENCE & NATURE - SLO 3 - Integrating Science - Develop a plan to integrate science with music, cooking, and other daily activities. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: I had the students break into groups and take a nature base topic and integrate it into the curriculum in all learning areas in a "web" plan. **Assessment Method Type:** Class/Lab Project	04/11/2016 - Provided examples of group times, literacy, art, music and movement to extend science concepts How did you measure it? Students organized their ideas within a curriculum web. Then they generated lesson plans to include different areas of the curriculum Reflection: Science and nature was more difficult for some students to include in their curriculum. It seemed that finding experience for young children posed a problem for some. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		04/10/2014 - The students learned from each other while brainstorming topic ideas and then curriculum ideas. Some took on the role of leader and others were helpful with their lap tops and were searching for information and ideas that they could include in their web and curriculum planning. They also experienced the value of planning curriculum with a group or people versus as an individual. The most important finding was their realization about how easy it was for them to incorporate a science base topic into all of the different areas of curriculum. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 79 - CARING FOR INFANTS & TODDLERS IN GROUPS - SLO 1 - Environment - Design a high quality environment for infants and toddlers. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Students were expected to give specific examples of the essential components of a high quality environment for infants and toddlers. If they described three or more examples in an area it was rated excellent; two examples received a competent rating; one or none were rated unacceptable. **Assessment Method Type:** Essay/Journal	01/25/2013 - The questions pertaining to the design of a high quality environment for infants and toddlers were included on students' midterm exam. This essentially forced them to think about and respond separately to each of the various sub-categories, making their overall answers very detailed. More than ¾ of the students gave perfect or near perfect answers. Only three students received poor scores on that portion of the exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		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.	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2011-2012	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.
	Assessment Method: Environment design ? rubric will be used **Assessment Method Type:** Class/Lab Project	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. **Result:** Target Met **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	
	Assessment Method: Enrichment Experience Assignment-Students' are encouraged to choose an enrichment experience for infants or toddlers while providing focus on areas of developmental domains. Students must bring in materials used (bring in a sample), and include how you might engage infants or toddlers in this experience to include how you might set up the environment. Once you've chosen an enrichment experience prepare to present it to the class. Students will be graded on descriptions of how experiences support infant or toddler development. Your presentation must be 10-15 minutes in length. Please plan to submit a short summary of the enrichment topic (to me and before you present). Students may use examples from the text as well as outside creative ideas. Please also be prepared to answer questions from me and from peers. **Assessment Method Type:** Presentation/Performance	10/01/2016 - - students took the assignment seriously, and enjoyed bringing in activity ideas to share - students were very creative w/the written portion of this assignment as they were encouraged to "author" their work. Students included pictures, provided instructions in color format, and used font to engage to the reader. I was very pleased w/this creativity as students took the time. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
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))	**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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		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	
		02/12/2012 - At the beginning of class less than one third of the students were able to write something in this area on their survey. Only two of the students gave fairly detailed answers. More than two thirds of the students left the question blank on the survey. When asked a similar question on their exam, only one student failed to give an answer. The rest of the class was able to answer why cultural sensitivity is important and to describe a variety of ways that caregivers can demonstrate cultural sensitivity to infants, toddlers, and their families. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
	Assessment Method: Students were assigned an out of class homework assignment requiring written reflection on concepts of culture and diversity; and essay on cultural observation **Assessment Method Type:** Essay/Journal	01/27/2014 - Most important finding, off hand, were the number of student reflections regarding seeing the film as valuable and an opportunity for learning about culture; to include to sequencing of developmental milestones across cultures. Only one student protested the film and reflected on how the cultures appeared primitive and disorderly. Students' also appeared to demonstrate appropriate written reflection on cultural differences and similarities of the babies shown in the film while providing written reflection of own cultural attitudes as they relate to caring for infants/toddlers' in groups. The exam questions also appeared to capture student learning and knowledge as many of the exam responses were	

		adequate. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
	Assessment Method: Students engaged in chapter reflection on culture and with maintaining cultural competency while providing infant/toddler care. Students also engaged in watching the film: Babies while engaging in class dialog around observed cultural patterns in the care of infants and toddlers and with exploring own biases towards cultural patterns. **Assessment Method Type:** Discussion/Participation		
	Assessment Method: I engaged students in watching the film: Babies. This film provided an opportunity for students to analyze the role of cultural sensitivity as it relates to infant, toddlers, and as it applies to working with infants/toddlers in group settings. I measured student learning objective through class dialog and student explanation of cultural patterns to include personal and professional reflection as it relates to providing infant care. **Assessment Method Type:** Class/Lab Project	10/01/2016 - - students always appear to enjoy viewing this film as it illustrates vast cultural patterns and provides students a view into the lives of families - students were most inclined to engage in dialog around images of the film as several cultural patterns are quite profound in the sense that these patterns differ not only from Western ways of parenting/caring for infants, but especially with providing group care. This is such as great film to use for the purpose of analyzing cultural patterns. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
Department - Child Development (CHLD) - CHLD 79 - CARING FOR INFANTS & TODDLERS IN GROUPS - SLO 3 - Caregiver Role - Describe the caregiver's role at each stage of infancy in supporting	**Assessment Method:** Embedded Exam Question **Assessment Method Type:** Exam - Course Test/Quiz	07/01/2015 - Students engaged in weekly written reflection of chapter concepts such as Chapter 2 (Hast; Hollyfield. 1999.) Being With Babies: Strategies for Caring for Infants and Toddlers:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
infant/toddler development in group care environments. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active		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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
	Assessment Method: Students were assigned an out of class homework assignment requiring written reflection on the concepts of supporting infant/toddler development across developmental stages. **Assessment Method Type:** Essay/Journal	01/27/2014 - Most important findings included the rich in-class reflection shared of students' currently working in the field and of the many experiences students' have had while working in diverse settings with infants and toddlers' and supporting infants and toddlers' development. Nice focus developed around "continuity of care" and practitioner support around caring for infants/toddlers' in groups. Role play of real life scenarios also appeared to assist the learning of students' unfamiliar with the practicum of caring for infants/toddlers' in groups. Student written work in this area; however, appears to need improvements. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	01/27/2014 - Given the results of this assessment, describe what changes will be made, if any to the following: -Content of course: I'd like to use more video type learning of care provider role in support of infant/toddler development at various stages of infancy -Teaching methods: more time spent on written reflection in-class -Assignments: none; however, might diversify assignments -Course evaluation procedures (e.g. quizzes, exams, papers, etc): might use more opportunities for quizzes -The current SLO: none -The assessment for the SLO: none -Other: none

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			Can you identify any resources you need to implement the suggested changes? Additional and diverse texts; etc. Is there anything else that you'd like to add? It appears students' with limited ECE course work and field work experience might have a slight disadvantage over students' with experience; also might be advantageous for students' to have completed a basic English course as a prerequisite and due to, and in support of amount of written work required, etc.
Department - Child Development (CHLD) - CHLD 82 - PLANNING CREATIVE DRAMATICS - SLO 1 - Children's Books - Analyze and compare children's books that would be the most successful for children to use for story re-enactment experiences (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	02/15/2016 - How do you measure it: I read the two lists of criteria from the first and last class and look for aspects they list such as repetition in the story, several characters, and other items that would make a book successful for young children to re-enact. I. What were your most important findings from your data? During the whole class discussion some students suggested a story with a simple story line, rhyming, or wordless books. At the end of the class students recommended books that included sound effects, repetition, action, and a lesson learned. They also included details 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. One group wrote	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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 repeat. This is the same way I had the college students build upon their experiences during class. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		and look for the characteristics they recommend that would make a book successful for young children to re-enact. **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 course with the knowledge of how to choose a book that would be most successful for story re-enactment.	
		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.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Child Development (CHLD) - CHLD 82 - PLANNING CREATIVE DRAMATICS - SLO 2 - Props for Storytelling - Demonstrate the use of various props that can be used to tell or re-enact a story. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	01/27/2014 - In the pre-test, the average score was 2.3/4. In the post-test, the average score was 3.8. Only 6 people/21 scored a 4 on the pretest. In the post-test, 18/21 scored a 4 and the others scored a 3, so all did well. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		05/11/2012 - The most important findings was the type of books or songs the students chose and the use of the props to re-enact the song or book. They used a variety of props from handmade construction paper puppets with glitter and paint to props gathered from their homes or schools. Some of the students re-enacted the story themselves and some included fellow students to participate. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
	Assessment Method: In-class **Assessment Method Type:** Presentation/Performance	02/15/2016 - The assignment was to choose a children's book or song to re-enact with the use of props to present to the whole class. As an instructor I observe each presentation and take notes.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		How do you measure it: I observe each student's presentation and took notes about the type of book or song that they choose and the types of the props they used to re-enact the story or song. I also make note how they manage their fellow students who perform the re-enactment. What were your most important findings from your data? First, I made note of the book or song the student chose and if it met the guidelines we had discussed. I observed the students' choices of the use various types of props they used to re-enact the story. There were handmade construction paper props and objects gathered from their homes or schools. Some of the students re-enacted their own story and some students chose fellow students to participate. I made note about how they communicate with their fellow students about the re-enactment activity. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		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	
		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	

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	01/13/2016 - Assessment Strategy (what did you DO to assess this SLO?): As a mentor to a beginning teacher, it is important for the mentor to be able to articulate her philosophy both orally and written to the mentee'. This assessment provides an opportunity for students to develop and document and then explain their educational philosophy to others. How did you measure it? (test question, essay, etc.) Students reflected upon their own educational philosophy, put it in writing and practiced articulating it to a partner. The written essay was to be included in their mentor portfolio. Reflection: 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'. Seven students indicated in their final papers that this exercise was valuable in articulating their educational beliefs in a way that could be understood by others (i.e. a mentee'). **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2015-2016	
		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 comments from students that they had never put their philosophy in writing much less explained it to someone else **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		01/27/2014 - In the last weekend of class, students were asked to state their educational philosophy in writing. Throughout the course students have reflected and analyzed their educational beliefs. In their role as a mentor, the students will refer to their own philosophy frequently when working with their mentee'. Being able to articulate their own educational beliefs easily both verbally and in writing will be important in working as a mentor. The written philosophy was submitted in the student's mentor portfolio which will become a primary source of reference in working with the mentee'. There were many comments from students that they had never put their philosophy in writing much less explained it to someone else. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2013-2014	
		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'. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		08/05/2012 - In the last class, students were asked to state their educational philosophy in writing. Throughout the course students have reflected and analyzed their educational beliefs. In their role as a mentor, the students will refer to their own philosophy frequently when working with their mentee?. Being able to articulate their own educational beliefs easily both verbally and in writing will be important in working as a mentor. The written philosophy is included in the student?s mentor portfolio which will become a primary source of reference in working with the mentee?. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Child Development (CHLD) - CHLD 86A - MENTORING THE EARLY CARE & EDUCATION PROFESSIONAL - SLO 2 - Developmental Stages - Identify and apply knowledge of the developmental	**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
stages of assistant teachers, student teachers, parents and volunteers. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will receive a case study and through small group discussion, design a plan of action to support the developmental stage of the teacher in the case and further his/her professional growth. **Assessment Method Type:** Case Study/Analysis	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. 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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		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	
		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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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	
	Assessment Method: I observed each group discussion. I assessed their understanding by asking questions to clarify their work. Students presented their plan of action to the class. There was lively discussion with clarifying questions from other student groups. **Assessment Method Type:** Class/Lab Project	01/13/2016 - Assessment Strategy (what did you DO to assess this SLO?): Students received lecture information and participated in discussion of developmental stages of teachers. Students received a case study and through small group discussion, designed a plan of action to support the developmental stage of the teacher in the case and further his/her professional growth. How did you measure it? (test question, essay, etc.) 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. Students were actively engaged in discussion with clarifying questions from other student groups. Reflection: Some of the students were familiar with the developmental stages of a teacher while for others this was new information. 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. Students were actively involved and the activity was success. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		time. The students reflected upon their own experiences as teachers and using the developmental stages designed a plan that they could actually use in their own roles as a mentor. I was pleased with their effort and particularly pleased by the involvement of all students in this group activity. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 86B - PRACTICUM STUDENT TEACHING IN AN EARLY CHILDHOOD PROGRAM - SLO 1 - Developmentally appropriate activities - Plan, facilitate and evaluate developmentally appropriate activities in various learning areas. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: Curriculum Plan activity **Assessment Method Type:** Class/Lab Project	02/17/2016 - I read and graded 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 how the activity was set up and how the student facilitates the experience. Many students find developmentally appropriate activity or provocation planning challenging. I designate one class meeting focusing on planning curriculum and provide time for the students to discuss curriculum activity ideas and how to plan and facilitate the experience. Part of the challenge is the wide range of philosophical differences within the programs our students are completing their student teaching. I need to allow for the	

		philosophical differences within their programs and for the variety of age ranges the students are teaching but still require the age-appropriate criteria. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		01/27/2014 - Some students are challenged with developmentally appropriate activity planning for their age group of children. There are several practicum students who are placed in Reggio inspired programs and they plan provocations instead of activities. I now spend more time in this course on planning curriculum techniques and allow students to share ideas about their experiences they have had facilitating their activities. There is also a long continuum of a	

		range of philosophical differences with the activities because of the range of programs our students are completing their student teaching and the age range of children they are working with which ranges from infants through school-age. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		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. 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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		01/24/2013 - We now require that students complete a curriculum course so they have the skills to plan, facilitate, and evaluate a successful activity before they enroll in this class. Some students are still challenged with developmentally appropriate activity planning for their age group of children. There are several practicum students	01/24/2013 - re-evaluate the activity form so it can be used easily with various program's philosophies.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	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.
Department - Child Development (CHLD) - CHLD 86B - PRACTICUM STUDENT TEACHING IN AN EARLY CHILDHOOD PROGRAM - SLO 2 - Teacher's Role - Identify a teacher's role and communicate the principles and philosophies of early childhood education. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:**	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	01/24/2013 - The students wrote in their final essay question that they were leaving this course with more confidence in providing various creative mediums in their classrooms after experiencing them first hand. They were exposed to new materials such as textiles, cardboard "x's", charcoal, pastels etc that they will bring those materials into their classrooms. They wrote about the value of having the time and freedom to explore with the materials which allowed for their	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	Assessment Method: The students write a paper about the role of the teacher which is due the third week of class. The students read a chapter from the textbook about the role of the teacher and we discuss the various roles of a teacher and the philosophies of various early care and education programs. The final self-evaluation and reflection paper gives the student a format to express their growth in their role as a teacher and to set goals for their future growth. I added a final essay question that asks the student the principles and philosophies they practiced in their role as a student teacher. **Assessment Method Type:** Essay/Journal	02/17/2016 - 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. NAEYC's accreditation assignment lays out specific techniques to be used in a high quality program which assists students to know what skills are expected from teachers in early childhood education. 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 principles and philosophies they practiced while student teaching and how that affects their role as a teacher. 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. NAEYC's accreditation assignment allows the student the opportunity to reflect upon the early education principles that our profession requires from teachers. The final paper	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		provides an opportunity for students to reflect upon the principles and philosophies that they practiced during their student teaching. After reading their final papers and evaluations I ascertained that the students have a much deeper understanding about the importance of their relationship that they build with each child through listening, observing, and treating each child as an individual. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		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 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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		01/27/2014 -). I feel the written papers are valuable to prepare the student for their role as a	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		teacher and the qualifications that need to be developed to be a successful teacher. The final paper provides an opportunity for students to reflect upon the principles and philosophies that they practiced during their student teaching. After reading their final papers and evaluations I ascertained that the students have a much deeper understanding about the importance of their relationship that they build with each child through listening, observing, and treating each child as an individual **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		build with each child through listening, observing, and treating each child as an individual. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Child Development (CHLD) - CHLD 88 - CHILD, FAMILY & COMMUNITY - SLO 1 - Local Resources - Demonstrate familiarity of local resources to assist children and families. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Research local resources and present information ? Rubric will be used **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students in this class will demonstrate knowledge of a community resource.	04/21/2014 - Students were able to demonstrate that they knew of local resources by presenting one, sharing what resources they saw themselves using in the future in a discussion, and demonstrating their knowledge of the resources by citing one in their Final Exam. Only 2 out of 39 did not successfully demonstrate their knowledge. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		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) **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		01/25/2013 - Student responses ranged from knowing little to knowing nothing previously about the topics. Many felt they had gained information about community resources which could be used to assist friends, family or assist a family in their classroom setting. I believe students felt they had developed a useful expertise in the topic. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2012-2013	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	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.
	Assessment Method: Assigned "Community Resource Assignment" **Assessment Method Type:** Essay/Journal	01/14/2016 - Students were assigned the task of collecting local resources to share with one another in the context of focusing on a family where students first described family strengths and family stressors. The local resources were aimed at supporting this family. The SLO was demonstrated by students sharing the resources they found with one another. I found students were able to demonstrate their understanding of local resources by having the 'case study' format to use as an example. Students were able to use their computer search skills as they worked on this assignment. Many community resources have websites available to the public. This type of learning evaluation is most appropriate as it brings into consideration each students life experience as they reflect on what types of resources they already know about and what challenges families face when trying to connect with new resources. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2015-2016	
		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. **Result:** Target Met **Year This Assessment Occurred:** 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.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2011-2012	
	Assessment Method: Question on exam **Assessment Method Type:** Exam - Course Test/Quiz	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 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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	Assessment Method: Students participated in many discussions throughout the quarter that highlighted family structures, strengths, and stressors. They were able to identify structures, strengths, and stressors and what to do about them. They further demonstrated this knowledge on exams. **Assessment Method Type:** Discussion/Participation	04/21/2014 - Students participated in many discussions throughout the quarter that highlighted family structures, strengths, and stressors. They were able to identify structures, strengths, and stressors and what to do about them. They further demonstrated this knowledge on exams. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 88 - CHILD, FAMILY & COMMUNITY - SLO 3 - Culture - Demonstrate understanding of the impact of culture on a	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	01/25/2013 - Initially, some students' worksheets and discussions did not reflect respect for different views on parenting. Students expressed discomfort with some of the practices such as	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
child's development. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active		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	
	Assessment Method: Writing assignment and class discussion **Assessment Method Type:** Essay/Journal	01/14/2016 - How did you measure it? (test question, essay, etc.) The measurement was in students being able to tell about their culture and reflect on how their culture shaped who they are as adults now. It was an applied analysis of understanding and connected to their work with children and families. Reflection: 1. What were your most important findings from your data? (write two to five sentences summarizing your findings. I found students were able to demonstrate their understanding of culture as defined in the text through their creative representation projects. Students were able to make clear connections from their reflective writing to their creative representation and connect new learning about culture as they engaged in dialogue with one another. This type of learning evaluation is most appropriate as it brings into consideration each students cultural context and self-reflection also comes into cultural understanding of children in the context of their family and community. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Child Development (CHLD) - CHLD 88B - POSITIVE BEHAVIOR MANAGEMENT - SLO 1 - Behavior - Investigate the probable causes of behavior as it relates to culture, family values, second language acquisition and environment. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Student Survey **Assessment Method Type:** Survey	02/12/2012 - Per a feedback sheet that I had students complete 95% responded positively that they increased their understanding about the relationship between behavior and culture, family values, second language acquisition and environment. Including increased strategies as related to conflict resolution, unidentified special needs and child development stages. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	02/12/2012 - Increase activities that provide for reading about scenarios for students to discuss and increase hands on to make the point.
	Assessment Method: Pre/Post Essay **Assessment Method Type:** Pre/Post Test	01/24/2013 - Students seemed to know a lot about behavior expectations within their own cultural experience and after our course readings and 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.
	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	07/01/2016 - Measured by Final Exam questions 4 and 5. A toddler who is normally easy-going has been following you around whining all day which has been getting on your nerves. You stop to reflect on	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method Type: Class/Lab Project	what is happening. What are three possible motivations for this child's behavior (why is she doing this)? 5. Two boys are building a tower together out of blocks. Rohan has been watching them and slowly has been moving around them. He steps up closer and starts chewing on the collar of his shirt, looking downward. After a minute there, he knocks down the tower to the dismay of the other two boys. What is a possible motivation for Rohan's behavior? 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:** 2015-2016	
		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	
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	**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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Child Development (CHLD)) **Course-Level SLO Status:** Active		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	07/01/2016 - 100% of students passed the exam, with questions 6-11 being some of the most successful. Students demonstrated that they understood how to appropriately respond to conflict. 6. Given the scenario above in number 5, how would you, the teacher help the children solve this problem (resolve the conflict)? 7. Ethan (18 months) has been playing with a toy piano on the floor of the classroom. Maria (21 months) walks up and reaching around pounds the keys of the piano. Ethan screeches and moves the piano away from Maria. Maria dives on top of his legs and tries to reach the piano. How would you help resolve this conflict? 8. A toddler repeatedly climbs up a shelf, using it like a ladder. What is the possible motivation? How will you respond? 9. After your attention gets diverted, you find the	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		child back on the shelf. What do you do? 10. A 3 year old child was standing at the top of the 6ft. slide on the edge and was swinging his body out over 2 classmates while holding on to part of the structure. First you explained why it wasn't safe for him or his friends. You have just turned around to find him swinging out again. How will you respond? What would be a logical consequence? 11. A 2 year old in your care wants to go outside but is refusing to put her jacket on. It is very cold outside, so you have told her that you will not let her go out unless she puts her coat on. Upon hearing this, she melts to the floor screaming and flailing her arms and legs. How will you respond? **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		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	
Department - Child Development (CHLD) - CHLD 88B - POSITIVE BEHAVIOR MANAGEMENT - SLO 3 - Temperament Traits - Identify the nine temperament traits of children. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**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
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.
	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. Secondly, I had them create a learning web that described/illustrated various opportunities for learning in each area of their classroom design.	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. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2013-2014	
	Assessment Method Type: Presentation/Performance		
	Assessment Method: Essays (homework) related to curriculum planning, skill development, goals and best practices were incorporated into the syllabus. The mid-term and final also had some questions regarding how children learn (learning styles) **Assessment Method Type:** Essay/Journal	12/13/2015 - It was interesting that some students seemed unaware that young children learn by using their senses and that the curriculum needs to be more child led than teacher led. After being exposed to these ideas in class, they were able to demonstrate understanding in their essays. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
Department - Child Development (CHLD) - CHLD 89 - CURRICULUM FOR EARLY CARE & EDUCATION PROGRAMS - SLO 2 - Lesson Web - Generate a lesson web incorporating creative activities for all interest areas. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Students worked in dyads to develop a curriculum box that could be used in at least two different learning areas in the environment. **Assessment Method Type:** Presentation/Performance	02/12/2012 - As a culmination project students worked in dyads to present a curriculum box that would work in at least two different areas of the classroom. This project allowed students to reflect on all they had learned during the quarter and an opportunity to present to the class a lesson plan (web) that included basic props, vocabulary words that may emerge, how to extend the activities, and how to involve parents in the curriculum. Keeping in mind the idea of provoking students interests the students staged their curriculum box, did a 15 minute presentation followed by Q&A time. This was a good way for me to know that they could apply all the principles discussed during class and in the text when developing curriculum. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	02/12/2012 - Review developmentally appropriate practices (DAP) before they present their curriculum boxes.
	Assessment Method: Pre/Post Test **Assessment Method Type:** Pre/Post Test		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Group project done in class **Assessment Method Type:** Class/Lab Project	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. **Result:** 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	
	Assessment Method: As part of their group project/presentation on curriculum, the students were required to provide a lesson web. Their ideas and activities were part of the extension of the web. **Assessment Method Type:** Class/Lab Project	12/13/2015 - Interesting that some students were not sure how to make a web or lesson plan at first. But working together in groups helped students brainstorm ideas and format their plans. I would probably lecture more about how to construct a web and how it helps with the organization of thoughts that in turn can help construct the lesson plans **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2015-2016	
Department - Child Development (CHLD) - CHLD 89 - CURRICULUM FOR EARLY CARE & EDUCATION PROGRAMS - SLO 3 - Learning Environment - Explain the relationship between a quality learning environment and developmentally appropriate practice. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
Department - Child Development (CHLD) - CHLD 90B - ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART I - SLO 1 - Director as Administrator - Identify the roles and responsibilities of the director as administrator of an early care and education program. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	01/13/2016 - Results from pre and post tests were nearly identical. This group of students appeared to have come to the course with this knowledge. 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:** 2015-2016	
		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. **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

		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 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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		students do not see this role as among the important roles. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Child Development (CHLD) - CHLD 90B - ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART I - SLO 2 - Program Philosophy - Analyze the importance of program philosophy to all other aspects of operation and systems development. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Two assignments developing a personal professional philosophy and a group project to develop a program philosophy for an early care and education program. **Assessment Method Type:** Essay/Journal	01/13/2016 - How did you measure it? (test question, essay, etc.)Students worked together in small groups to develop a philosophy for opening a child development program. Later, students developed their own personal professional philosophy of early care and education. In a class final assignment the program philosophy was used by each group to later determine budget cuts (using a hypothetical budget) needed while continuing to upholding their program's philosophy. Reflection: Students worked hard to collaborate in developing a group program 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:** 2015-2016	
		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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2014-2015	
		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	
		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:** 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 90C - ADMINISTRATION & SUPERVISION OF CHILDREN'S	**Assessment Method:** Pre/Post Test **Assessment Method Type:**	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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
PROGRAMS PART 2 - SLO 1 - Marketing Materials - Analyze the effectiveness of various marketing materials summarizing information about early care and education programs. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	Pre/Post Test	students would do later in the quarter. I was again pleased with the result. The information and analysis that students presented orally was really valuable for the other students to hear. They were able to compare the effectiveness of marketing approaches which were presented to those used by the program their group had researched. The conversations after the presentations were valuable. Students enjoyed the project, grades were high, and each stated they learned useful information that they would use in the future and in their class parent tour later in the quarter. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
	Assessment Method: Small group research project and 25 minute presentation. Self evaluation and rubric will be used. **Assessment Method Type:** Presentation/Performance	04/04/2016 - Assessment Strategy (what did you DO to assess this SLO?): Students worked in groups of 3-4 members to analyze the effectiveness of various marketing strategies used by an early care and education program which the group selected themselves. Students reviewed articles provided by the instructor, conducted internet searches, visited those programs (local) and obtained examples of literature, viewed social media and websites used to market the program to interested parents (customers). Students presented their findings to the class orally using power point. Students divided tasks, worked as a team and all presented in some manner. How did you measure it? (test question, essay, etc.) 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. All 5 groups earned 50/50. Many students noted the value of the project in their final reflection	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		paper. Reflection: 1. What were your most important findings from your data? (write two to five sentences summarizing your findings. This is the 6th time I have assigned this project. I was again pleased with the result. The information and analysis that students presented orally was very valuable for the other students to hear. Groups analyzed the effectiveness of marketing approaches used by the children's program that their own group had researched. Discussions led by the groups after the presentations were valuable. Students enjoyed the project, grades were high, and each stated they learned useful information that they would use in the future. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		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. 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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		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 group earned 47/50. Many students noted the value of the project in their final reflection paper. This is the 4th time I have assigned this project. I was again pleased with the result. The information and analysis that students presented orally was really valuable for the other students to hear. They analyzed the effectiveness of marketing approaches used by the children's program their own group had researched. Discussion after the presentations was valuable. Students enjoyed the project, grades were high, and each stated they learned useful information that they would use in the future. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		was valuable. Students enjoyed the project, grades were high, and each stated they learned useful information that they would use in the future. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Child Development (CHLD) - CHLD 90C - ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART 2 - SLO 2 - Parent Tour - 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:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	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 **Course-Level SLO Status:** Active	**Assessment Method:** Small group research project and 25 minute presentation. Self evaluation and rubric will be used. **Assessment Method Type:** Class/Lab Project	04/04/2016 - How did you measure it? Students completed a self evaluation and instructor also evaluated. Did you use a rubric? YES Reflection: The quality of the research and presentations developed by the students was excellent. The class audience received in depth information about the subject that previously has not been addressed in this course. Students chose a topic that interested them from a list of topics and presented a role play. Students learned from their first project and it benefitted their work on this Topics project.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2015-2016	
		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 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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Child Development (CHLD) - CHLD 91 - ADMINISTRATION & SUPERVISION: ADULT SUPERVISION & LEADERSHIP - SLO 2 - Identification of learning stages - Identify the developmental learning stages of teachers and other adults in an early care and education program. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Embedded Exam Question **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Child Development (CHLD) - CHLD 91 - ADMINISTRATION & SUPERVISION: ADULT SUPERVISION & LEADERSHIP - SLO 3 - Leadership Styles and Development - Identify leadership styles and assess one's own leadership development. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Leadership styles assessment tool **Assessment Method Type:** Class/Lab Project	06/28/2016 - How did you measure it? Students reflected on the results of their leadership assessment in an essay. Reflection: 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 in small groups the 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. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 09/30/2015 - Students read Listen Up Leader text, participated in class case discussions, completed	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		a personal leadership assessment and reflected on the results of their own leadership assessment. 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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		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 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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		08/05/2012 - According to their summary at the completion of the assignment, students found	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		value in using the leadership assessment. They compared their own strengths and leadership skills to other leaders/managers they have worked with. They determined opportunities for personal growth. Assignment was valuable and a good culmination to the course content. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
	Assessment Method: Pre/post questions **Assessment Method Type:** Pre/Post Test	10/06/2014 - The question requires an answer which is an important for students to learn from the course and was taken from the author's test bank. I was surprised to find many students knew the correct answer in the pretest. The number of correct answers did increase in the post-test slightly. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Child Development (CHLD) - CHLD 95 - HEALTH, SAFETY & NUTRITION IN CHILDREN'S PROGRAMS - SLO 1 - Emergency Preparedness - Demonstrate knowledge of information on planning for emergencies and natural disasters. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	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.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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 **Assessment Method Type:** Class/Lab Project	03/28/2016 - Textbook Reading: Safety, Health & Nutrition in Early Childhood by Cathie Robertson, 5th edition Chapter 5 gives an in-depth review of emergency and natural disaster planning 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? School Site Visit: Observation at a school of choice. Complete the provided checklist of safety requirements for the site based on title 22. Write a 1-2 page summary on your findings during your observation. Include information on emergency preparedness as well as other areas of safety. Make any recommendations for improvement. Class Discussion: I monitored and contributed as needed to the class discussion. Each student was required to devise and post their plan based on the above scenario. Each student also needed to comment on two classmates plan.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		School Observation: I reviewed the checklists and reflection write-ups. It was clear that students gained knowledge of the necessary practices and policies to provide a safe environment for children in child care. Reflection: Class Discussion: 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. Safety Observation: Students were able to identify safety standards present and not present and explain why each was important to be in place. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
	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? **Assessment Method Type:** Discussion/Participation	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
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	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test	03/12/2012 - Since the NEW MyPlate guidelines were just introduced in April, none of the students were familiar with the change from MyPyramid. Materials were new and not many resources were yet available. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
children. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active		Target Met **Year This Assessment Occurred:** 2011-2012	
	Assessment Method: Assignment **Assessment Method Type:** Class/Lab Project	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 **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/06/2014 - Students developed a weekly snack calendar based on the Food Plate and information obtained from lecture, textbook reading and films. Each snack needed to contain foods from at least two food groups. Students presented their menus to the class. Students developed an understanding of the importance of well-balanced nutrient dense foods for children. As well as, strategies for implementing better practices **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Students developed an understanding of the	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		importance of well balanced nutrient dense foods for children. As well as strategies for implementing better practices.	
Department - Child Development (CHLD) - CHLD 95 - HEALTH, SAFETY & NUTRITION IN CHILDREN'S PROGRAMS - SLO 3 - Child Abuse - Identify signs and symptoms of child abuse and know how to report suspected abuse. (Created By Department - Child Development (CHLD)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test **Assessment Method Type:** Pre/Post Test		
	Assessment Method: Lecture/ class discussion **Assessment Method Type:** Discussion/Participation	03/28/2016 - Through class discussion, students shared information learned and any personal experiences with reporting and/or suspecting child abuse. Students were shown forms and resources for reporting and learned that anyone working directly with young children are mandated reporters of suspected child abuse. Students developed an understanding of their role in recognizing and reporting of child abuse. Students communicated an understanding of the important role they have. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		10/06/2014 - Through class discussion, students shared information learned and any personal experiences with reporting and/or suspecting child abuse. Students were shown forms and resources for reporting and learned that anyone working directly with young children are mandated reporters of suspected child abuse. Students developed an understanding of their role in recognizing and reporting of child abuse. Students communicated an understanding of the important role they have.	

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

Unit Assessment Report - Four Column

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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BSS-CHLD) - Child Development AA/CA - 1 - Students who successfully complete a certificate or degree in Child Development will demonstrate understanding of the needs and characteristics of children birth through middle childhood and the multiple influences on their development as related to the high quality care and education of young children. **Year PL-SLO implemented:** End of Academic Year **Start Date:** 10/01/2011 **End Date:** 06/30/2014 **SLO Status:** Active	**Assessment Method:** In a Fall 2011 Focus group, 22 students were asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a beginning CHLD student, how well you feel you are able to demonstrate understanding of PLO 1?" In a Spring 2012 Focus group, 22 students will be asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a CHLD student who has completed CORE and support classes, how well you feel you are able to demonstrate understanding of PLO 1?" In Spring 2012 after the students rate the questions, discussion will follow. **Assessment Method Type:** Interviews/Focus Groups **Target:** Students will demonstrate an increase their understanding.	08/25/2012 - In Fall 2011, (41%) rated their understanding a 1 or 2. In Spring 2012, 69% rated their understanding as a 1 or 2. 100% of students rated their understanding as a 1, 2 or 3. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012	08/25/2012 - The administrative directions for conducting PLO's changed to a 1 year cycle instead of a 2 year cycle for which I had received approval. I don't feel that this assessment was useful because of this. Spring 2012 Focus Group consisted of 13 students who were different than Fall 2012 students. Focus Group may not have actually included students who had completed CORE and support classes. Still 100% gave ratings of 1, 2, or 3.
	Assessment Method: In a Fall 2012 Focus group, 24 students were asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a beginning CHLD student, how well you feel you are able to demonstrate understanding of PLO 1?" In a Spring 2013 Focus group, students will be asked to rate on a scale of 1-5 (1 highest -5 lowest rating) "As a CHLD student who has completed CORE and support classes, how well you feel you are able to demonstrate understanding of PLO 1?" In	10/10/2013 - In Fall 2012, 43% rated their understanding a 1 or 2. In Spring 2013, 71% rated their understanding as a 1 or 2. 100% of students rated their understanding as a 1, 2 or 3. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Spring 2013 after the students rate the questions, discussion will follow. **Assessment Method Type:** Interviews/Focus Groups **Target:** Students will demonstrate an increase their understanding.		
	Assessment Method: In a Fall 2013 Focus group, 27 students were asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a beginning CHLD student, how well you feel you are able to demonstrate understanding of PLO 1?" In a Spring 2014 Focus group, students will be asked to rate on a scale of 1-5 (1 highest -5 lowest rating) "As a CHLD student who has completed CORE and support classes, how well you feel you are able to demonstrate understanding of PLO 1?" In Spring 2013 after the students rate the questions, discussion will follow. **Assessment Method Type:** Survey	10/13/2014 - In Fall 2013, 46% rated their understanding a 1 or 2. In Spring 2014, 73% rated their understanding as a 1 or 2. 100% of students rated their understanding as a 1, 2 or 3. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
	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?" 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.	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. 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. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method Type: Survey **Target:** 80% of students in Spring 2015 focus group will have answered the questions with a 1 or 2 rating.		
Program (BSS-CHLD) - Child Development AA/CA - 2 - Students who successfully complete a certificate or degree in Child Development will be demonstrate ethical standards and professional behaviors that deepen knowledge and commitment to the field of early care and education as related to NAEYC Code of Ethical Conduct. **Year PL-SLO implemented:** End of Academic Year **Start Date:** 10/01/2011 **End Date:** 06/30/2014 **SLO Status:** Active	**Assessment Method:** In a Fall 2011 Focus group, 22 students were asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a beginning CHLD student, how well you feel you are able to demonstrate understanding of PLO 2?" In a Spring 2012 Focus group, 22 students will be asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a beginning CHLD student who has completed CORE and support classes, how well do you feel you are able to demonstrate understanding of PLO 2?" In Spring 2012 after students have rated the question, discussion will follow. **Assessment Method Type:** Interviews/Focus Groups **Target:** In Spring 2012, 80% of students will rate the question a 1 or 2 .	08/25/2012 - In Fall 2011 38% of students rated their understanding as 1 or 2. In Spring 2012 54% of students rated their understanding as 1 or 2. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012	08/25/2012 - The administrative directions for conducting PLO's changed to a 1 year cycle instead of a 2 year cycle. I don't feel that this assessment was useful because of this. Spring 2012 Focus Group consisted of 13 students who were different than Fall 2012 students. Focus Group may not have actually included students who had completed CORE and support classes.
	Assessment Method: In a Fall 2012 Focus group, 24 students were asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a beginning CHLD student, how well you feel you are able to demonstrate understanding of PLO 2?" In a Spring 2013 Focus group, students will be asked to rate on a scale of 1-5 (1 highest -5 lowest rating) "As a beginning	10/10/2013 - In Fall 2012 40% of students rated their understanding as 1 or 2. In Spring 2013 57% of students rated their understanding as 1 or 2. 100% of students rated their understanding as a 1, 2 or 3. **Result:** Target Not Met	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	CHLD student who has completed CORE and support classes, how well do you feel you are able to demonstrate understanding of PLO 2?" In Spring 2013 after students have rated the question, discussion will follow. **Assessment Method Type:** Interviews/Focus Groups **Target:** 80% of students in Spring 2013 focus group will have answered the questions with a 1 or 2 rating.	**Year This Assessment Occurred:** 2012-2013	
	Assessment Method: In a Fall 2013 Focus group, 27 students were asked to rate on a scale of 1-5 (1 highest-5 lowest rating) "As a beginning CHLD student, how well you feel you are able to demonstrate understanding of PLO 2?" In a Spring 2014 Focus group, students will be asked to rate on a scale of 1-5 (1 highest -5 lowest rating) "As a beginning CHLD student who has completed CORE and support classes, how well do you feel you are able to demonstrate understanding of PLO 2?" In Spring 2013 after students have rated the question, discussion will follow. **Assessment Method Type:** Survey	10/13/2014 - In Fall 2013 43% of students rated their understanding as 1 or 2. In Spring 2014 76% of students rated their understanding as 1 or 2. 100% of students rated their understanding as a 1, 2 or 3. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
	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?" In a Spring 2015 Focus group, students will	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. Plan of improvement: We will continue to assess	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	be asked to rate on a scale of 1-5 (1 highest -5 lowest rating) "As a beginning CHLD student who has completed CORE and support classes, how well do you feel you are able to demonstrate understanding of PLO 2?" In Spring 2015 after students have rated the question, discussion will follow. **Assessment Method Type:** Survey **Target:** 80% of students in Spring 2015 focus group will have answered the questions with a 1 or 2 rating.	our coursework and teaching strategies to ensure that curriculum for this PSLO is presented thoroughly using a variety of teaching methods. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015	