

Assessment: Course Four Column

SPRING/SUMMER 2015



El Camino: Course SLOs (BSS) - Childhood Education

ECC: CDEV 108: Principles and Practices of Teaching Young Children

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #3 Personal Philosophy - Develop one's teaching philosophy and professional goals Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 10/19/2013</p>	<p>Essay/Written Assignment - After participating in a 50 minute class workshop, and (a week later) a 45 minute class activity, students were required to develop a written philosophy statement which reflects their own philosophy and beliefs about teaching young children. Guidelines were provided and reviewed in class for this 25 point assignment. Note attached assignment guidelines and grading rubric at the end of this report.</p> <p>Standard and Target for Success: It is expected that 80% of students will score 80% or above on this SLO.</p> <p>Related Documents: Philosophy Assignment Guidelines and Grading Rubric.docx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met There were two sections (sections 2136 and 2138) of CDEV 108 who completed the assignment. Therefore 87 enrolled students total were expected to complete the assignment. Twelve (12) of the 87 students did not complete the assignment. Therefore 75 students received grades for this assessment. The results showed that 23% of the students received an "A" grade (90%) on the assignment. 60% received a "B" grade (80%) and 17% received a C grade (70%). Regarding results and expectations, 83% of the students received at least 80% on the assignment, which met my expectations of 80% meeting them. The students seem to appreciate the workshop and class activity to better understand philosophies and how to write them. The two areas which seem to be the most difficult were the closing statement/line and the general substance (answering the 3 parts/questions). Many students seemed to have a solid opening line, which might be a result of the class activity we did. It focused on the first paragraph, how to start writing one's philosophy. I also grade this assignment very hard since it will most likely be used (by the students) to get a job. Therefore I am extremely strict about spelling/grammar errors, clarity of thoughts, length, etc. I also provide substantial feedback, if they request it (most students do). Towards the end of the semester,</p>	<p>null.courseAction: We need an on campus lab school where the students could observe and perhaps better understand appropriate teaching practices, which may help them better understand how children learn and/or articulate their thoughts for the philosophy assignment. (08/01/2018) Action Category: Program/College Support</p> <p>null.courseAction: Revise the assignment guidelines to require peer-reviewed philosophies before they submit them. (12/01/2015) Action Category: Teaching Strategies</p> <p>null.courseAction: Continue to revise the assignment guidelines and grading rubric based on student grades, feedback, and basic assessment outcomes. (08/12/2015) Action Category: Teaching</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
		<p>students are asked (in their journal assignment) which part(s) of class were most meaningful and several listed this philosophy assignment. Two sections (#2136 and #2138) of the course were assessed.</p> <p>The assessment was due on April 1, 2015 (section 2136) and on April 8 (section 2138) during the Spring 2015 semester. The workshops were held on February 25th and the class activities held on March 4th (for both sections). (05/29/2015)</p> <p>Faculty Assessment Leader: Michelle R. Moen</p> <p>Faculty Contributing to Assessment: Michelle R. Moen</p> <p>Related Documents: CDEV 108.SLO#3.Spring.2015.results.docx</p>	Strategies

ECC: CDEV 112:Teaching Young Children in a Diverse Society

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #3 Environments - Plan classroom environments, materials and approaches to effectively promote pride in children's identities and respect for social diversity.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 10/19/2013</p>	<p>Exam/Test/Quiz - This is a 10 question multiple choice quiz focused on the SLO.</p> <p>Standard and Target for Success: 80% of students will correctly answer each of the questions.</p> <p>Reviewer's Comments: JY: I agree with this high standard since this is a very important class with extremely important concepts that will effect ways in which teachers interact with children and parents.</p> <p>Related Documents: CDEV 112 SLO Assessment SP 2015 J. Montgomery.docx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met The goal (80% of students will score 80% or above on the test) was met. However, when breaking down the data by individual questions we see that students did not score well on Question 4. Visual displays include: 64% CORRECT Question 5. Locating appropriate culturally relevant and anti-bias children's books Question 6. Diverse materials incorporated into interest areas: 44% CORRECT</p> <p>One questions incorporated the term "EXCEPT" which can be confusing to students.</p> <p>(08/31/2015) Faculty Assessment Leader: Jennifer Montgomery Faculty Contributing to Assessment: Reviewer's Comments: Related Documents: CDEV 112 SLO #3 - Assessment Data J. Montgomery Spring 2015.docx</p>	<p>null.courseAction: The questions will be revised to exclude the term "except" as this is confusing to some students and reword question #1 on visual displays by removing the term "product oriented artwork" as this confused students. (10/15/2016) Action Category: SLO/PLO Assessment Process</p> <hr/> <p>null.courseAction: Starting at the beginning of the course, I need to define bias more clearly and provide examples of how bias is represented in books. (01/18/2016) Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: Discuss the use of media with young children within the classroom setting and provide examples of appropriate and inappropriate uses. (11/24/2015) Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: Provide more examples in class of visual displays. (09/22/2015) Action Category: Teaching Strategies</p>

ECC: CDEV 114:Observing and Assessing Young Children

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #3 Interpretation and Implementation of Assessments - Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 05/12/2015</p>	<p>Project - Students will be placed in groups and given scenarios. Their task is to recommend 10 ways in which teachers would support the child and family, given the complications described. (Scenarios are attached.)</p> <p>Standard and Target for Success: It is expected that 70% of the student responses will fit into supporting the child family and or community through the interpretation of observational data.</p> <p>Related Documents: CD 114 SLO Senario1.pdf CD 114 SLO Senario2.pdf</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>The results indicate that the standard was met with 99% of the responses supporting the child/family situation. The largest area of support was for the child directly in the program with 66%, the parents/family with 23% and finally the community resources accounted for 10% of the responses. Only 1% of the responses did not support the goals of the learning outcome. (05/28/2015)</p> <p>Faculty Assessment Leader: Susan Baxter</p> <p>Related Documents: CDEV 114 SLO # 3 Pie Chart and Analysis.docx</p>	<p>null.courseAction: A qualified lab school so students can practice observational skills and assessments in practical terms instead of theoretical terms. (08/01/2017)</p> <p>Action Category: Program/College Support</p> <hr/> <p>null.courseAction: Stay on course with focus of teaching use of observational data and add a more detailed community resources focus through out the course. It is important to note that the assessment was completed before the end of year presentations, which requires groups to find 4 resources to support the “tender topic” that they are presenting about. (05/28/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: CDEV 115:Introduction to Curriculum

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #1 Positively Influencing Development - Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 10/19/2013</p>	<p>Presentation/Skill Demonstration -</p> <p>After reading the textbook, participating in class discussions and activities, as well as completing class assignments, students (in section 2150) were required to participate in Children's Day and Demonstration Play Day. Children's Day is an annual event organized by ECC instructors and students studying child development, giving them the opportunity to plan, implement, and evaluate age-appropriate activities for young children. It was held about ¾ through the semester. Demonstration Play Day was held the second to last week of the semester where students created a learning experience (presented to their classmates) based on the curriculum area assigned for young children. Each student submitted individual/self-evaluations following each of these assignments. Assignment guidelines and grading rubrics were given at the beginning of the semester. Emphasis was placed whether or not students are able to investigate and apply their knowledge of appropriate practices and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills. Discussions before and after each event were held to help students process the experiences.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Children's Day Grade Distribution:</p> <p>85% of students received an "A" Grade. Approximately half of these students received "low" A grades (45 out of 50 points).</p> <p>6% of students received a "B" Grade.</p> <p>9% of students received a "C" Grade.</p> <p>-----</p> <p>Demonstration Play Day Grade Distribution:</p> <p>99% of students received an "A" grade. The one student who did not, lost 5 points due to her self-evaluation being submitted late, which warranted a 10% deduction in grade. I attribute the high grades to the fact that students had the opportunity to process the first event (Children's Day) and learned from that experience. They applied what they learned from Children's Day to the Demo Play Day assignment.</p> <p>(05/29/2015)</p> <p>Faculty Assessment Leader:</p> <p>Michelle R. Moen</p> <p>Faculty Contributing to Assessment:</p> <p>Michelle R. Moen</p> <p>Reviewer's Comments: Regarding the Children's Day assignment, I found the activity proposal form to be helpful, but I need to stress the importance of it a bit more. I have been working on improving the assignment guidelines and grading rubric for more than 8 years, so they need only minor edits at this point. I believe the class discussions are one of the best predictors of the outcome of students' assignments/efforts for this event. Sharing ideas, expectations,</p>	<p>null.courseAction: We need to have an on campus lab school where the students could observe (and perhaps participate) to better understand possible teaching strategies to positively influence all young children's development and acquisition of knowledge and skills. (08/01/2018)</p> <p>Action Category: Program/College Support</p> <hr/> <p>null.courseAction: Better promote the activity proposal form which is due 1-2 weeks prior to Children's Day. (03/15/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: Continue reviewing the assignment guidelines in class as well as discuss expectations. Each semester continue to revise the handouts based partially on student feedback. (01/15/2016)</p> <p>Action Category: Teaching Strategies</p>

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Note attached assignment grading rubrics for both assignments at the end of this report.

Standard and Target for Success: It is expected that 80% of students will score 80% or above on this SLO.

Related Documents:

[CDEV 115 Assignment Guidelines and Grading Rubrics.docx](#)

examples, etc. seems to help students better understand what type of activities are appropriate as well as how to implement them in a way that engages and supports children's learning.

ECC: CDEV 118:Science and Math for Young Children

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #2 Activity Plans - Develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 05/12/2015</p>	<p>Essay/Written Assignment - Students worked on creating an Activity Plan over the course of a term. Completing each section with the option of revising submissions towards the final draft. There was a total 5 sections. (Instructions attached)</p> <p>Standard and Target for Success: It is expected that 60% of the students will score at least a 35/40 (or 88%) points of the final draft.</p> <p>Reviewer's Comments: JY: 60% seems low. Can you share your rationale for this?</p> <p>Related Documents: CD 118 Activity Plan Project – a 5 part series SB SP 2015.docx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Not Met The results show that 52% of the students did not reach the goal of 34 or over and 48% did. The assignment was developed to encourage students to explore and use critical thinking skills in developing the activity plan instead of “copying” a prototype. Many students chose not to revise the directions and suggestions on working submissions before the final plan. In some cases the suggestions that were made on the earlier submissions were not even corrected in the final draft. The design of the assignment was to support the majority of the students to secure a “perfect” grade on the assignment. (Pie Chart Attached.) The most important findings of the data is that the student trend to not think critically. It seems difficult to take the theory of an idea and understand how it will apply to working with children, if the student is not working with or planning the program. Students need to be responsible for understanding the guidelines for the accurate completion of their work.</p> <p>(05/28/2015) Faculty Assessment Leader: Susan Baxter Reviewer's Comments: JY: I completely agree with you that students need to understand, "internalize" and pay attention to the guidelines provided. I am going to emphasize this in my practicum classes. I found that my students were submitting plans that included very little critical thinking and therefore were simplistic and not creative, interesting, or engaging</p>	<p>null.courseAction: The department needs a quality Lab School like all other CTE programs on campus. Children deserve to have well trained teachers. Lab school would go a long way in supporting this. (05/29/2015) Action Category: Program/College Support</p> <hr/> <p>null.courseAction: Find a way for students to apply the theory of activity plans into practice so that problem solving and understanding how to adjust and develop developmentally appropriate activities based on a theme and curriculum area is an active not passive learning process. Since I won't be teaching this class any longer, the torch will be passed to Jennifer Montgomery. (05/28/2015) Action Category: Teaching Strategies</p>

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enough. I know that we all believe that children deserve better. I will emphasize this with my classes.

Related Documents:

[CDEV 118 Pie Chart Spring 2015 Susan Baxter.docx](#)

ECC: CDEV 125:Child Development Practicum I

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #3 Relationships - Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 10/19/2013</p>	<p>Field Work/Internship - Review of the Midterm and Final Evaluations and Activity Plans completed by Mentor Teachers. Both forms are attached.</p> <p>Standard and Target for Success: 80% of students will score a 4 or above on each related item on the Midterm and Final Evaluation form and the Activity Plan Evaluation.</p> <p>Related Documents: CDEV 125 - Midterm and Final Evaluation Form.doc</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>On the final evaluation students were evaluated in 13 categories. 88% of students scored a 4 (mastery) in 7 of the categories and 100% of students scored 4 in the remaining 6 categories.</p> <p>A comparison of the scores from midterm to the final showed that there was an improvement in 6 of the categories.</p> <p>These results are extremely encouraging and demonstrate that what students are learning in their classes is being applied and fine-tuned in the practicum class.</p> <p>A table with each of the categories and the percentages for each for the mid-term and final are attached. (05/28/2015)</p> <p>Faculty Assessment Leader: Janet Young</p> <p>Related Documents: CDEV 125 SLO #3 Data Table SP 2015.docx</p>	<p>null.courseAction: Review each category of the Midterm and Final Evaluation with students to make sure they understand each of the categories and what is expected of them during the practicum experience. (09/03/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: During the Fall Professional Development Day, share the positive results of this SLO with the Childhood Ed instructors to reinforce that their teaching and influence on our students is effective in the areas of working with children and adults. (08/20/2015)</p> <p>Action Category: Program/College Support</p>

ECC: CDEV 126:Child Development Practicum II

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #3 Children's Needs - Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 10/19/2013</p>	<p>Field Work/Internship - Review of related areas of the eight (8) Activity Plan Evaluations, Mid-Term and Final Evaluation. Evaluation forms are attached.</p> <p>Standard and Target for Success: 80% of students will score a 3 or 4 on each of the related items on the Activity Plan, Mid-Term and Final Evaluations completed by their Mentor Teachers.</p> <p>Related Documents: 126 Activity Plan Evaluation Student and Mentor.doc CDEV 126 Midterm and Final Evaluation Form.doc</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Not Met Overall, the results of this SLO were disappointing and will result in many changes to the class. A review of the activity plan evaluations and the midterm and final evaluations there were recurring themes. Students were competent in providing and maintaining a healthy, safe, and supportive environment, but fell short in providing a respectful and challenging environment for children. The areas in which the students need improvement is providing activity plans in advance to their mentors for review, and providing activities that demonstrate thought, creativity and resourcefulness and that are interesting and engaging for the children. In 65% of the cases, students activity plans did not demonstrate this commitment to the children and were far too simplistic and common to serve the children well. (05/28/2015) Faculty Assessment Leader: Janet Young</p>	<p>null.courseAction: Have students discuss and peer-review their self-evaluations ;prior to submitting them for a grade. More class time must be dedicated to this. (12/10/2015) Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: Revise the evaluation form and add a place where Mentors indicate when the Activity Plan was submitted for pre-approval. If it was not 2 weeks prior to the presentation, points will be deducted. (09/03/2015) Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: On the first day of class, stress the fact that the practicum requires a serious time and energy commitment and that students must consider their work schedule, class schedule, and availability if they are to be successful in this class. (08/27/2015) Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: Bring back the Child Development Center with a dedicated, talented director and exemplary teachers to serve as mentors for our student and provide observation sites for students in other classes. (05/28/2015)</p>

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Action Category: Program/College Support

ECC: CDEV 131:Supervising and Mentoring Adults

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 Evaluating Teacher's Performance - Evaluate the performance of an assistant or student teacher and write effective evaluations and recommendations for growth and improvement.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 10/19/2013</p>	<p>Essay/Written Assignment - Students conduct two "Mock Evaluations" of teachers in an early childhood education setting. They use a checklist to assess a lesson and then write a narrative providing feedback and recommendations.</p> <p>Standard and Target for Success: 80% of students will score a 2 or 3 on the Rubric . See attached.</p> <p>Related Documents: Instructions, Rubric and Sample Mock Evaluation CDEV 131 for T DAT.doc</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Two sections of CDEV 131 were used for this assessment. It was reassessed one year later after the interventions were put in place.</p> <p>The initial assessment results showed that there were three areas of focus to bring the students' scores up to the target of 80% of students will score a 2 or 3 on each item. This included:</p> <ol style="list-style-type: none"> 1. Reminding students to stay focused on the checklist so that the narrative matches the ratings. 2. Reminding students to provide feedback on the positive attributes of the lesson. 3. Assisting students in developing concrete examples for areas in which improvement is needed. <p>The Action Item developed was to provide the students with the Grading Rubric along with the instructions. In the sample, the item on the checklist and how it is addressed in the narrative were highlighted to demonstrate the correlation.</p> <p>The scores improved in each area. Please see attached for details. (04/27/2015)</p> <p>Faculty Assessment Leader: Janet Young</p> <p>Faculty Contributing to Assessment: Jennifer Montgomery</p> <p>Related Documents: CDEV 131 Rubric and SLO Data for Comparison Spr 2015.docx</p>	<p>null.courseAction: Develop a narrated PowerPoint for the online classes. (06/15/2016)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Not Met</p> <p>See attached for chart.</p> <p>Area 1 CURRICULUM AREA: 100% filled out this section of the evaluation form correctly.</p>	<p>null.courseAction: Provide the students with the Grading Rubric along with the instructions. (08/15/2014)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
		<p>Area 2. RELATED TO CHECKLIST: 65% scored 3 or 4 for this section. Several had trouble tying the recommendations directly to the checklist. They commented on other items such as the environment or learning centers.</p> <p>Area 3 POSITIVE TONE: 100% used a positive tone throughout the evaluation. This is encouraging as positive and professional language is modeled in all of our classes.</p> <p>Area 4 CONCRETE EXAMPLES/STRENGTHS: 55% were able to provide concrete examples to support the teachers' strengths. Students will need to be reminded to clearly point out the strengths of a teacher, the parts of the lesson which went well, and why it was successful and developmentally appropriate</p> <p>Area 5 CONCRETE EXAMPLES/IMPROVEMENT: 71% were able to provide concrete examples for areas in need of improvement. Some students are experience teachers who have had to assess themselves and participate in self-reflection in many classes. Others do not have as much experience.</p> <p>Area 6 TERMINOLOGY: 94% of students used ECE terminology appropriately. This makes sense as they have taken many childhood development courses in which the terms are taught and explained.</p> <p>Based on the data and analysis, there are three areas in which I need to focus to bring the students' scores up to the target of 80%.</p> <ol style="list-style-type: none"> 1. Reminding students to stay focused on the checklist so that the narrative matches the ratings. 2. Reminding students to provide feedback on the positive attributes of the lesson. 3. Assisting students in developing concrete examples for areas in which improvement is needed. <p>(02/11/2014)</p> <p>Faculty Assessment Leader: Janet</p>	<p>courseFollowUp: The grading rubric was refined and a copy was given to the students along with the instructions. (01/15/2015)</p>

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Related Documents:

[CDEV 131 Data for SLO for TracDat 2.11.14.docx](#)

ECC: CDEV 169:Special Education Practicum

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 Self-Assessing Teaching - Critically assess one's own teaching experiences to guide and inform practice in relation to working with children with special needs and their families.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 10/19/2013</p>	<p>Survey/Focus Group - Students complete a pre and post test to document their growth and development over the courses of the semester, to assess the development of their skills, and to identify areas for growth.</p> <p>Standard and Target for Success: 100% of students will experience growth in multiple areas and will be able to explain and document that growth.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>There are 6 students in this class. 100% of the students reported that the class and the 45 hours of field experience directly let to them feeling more skilled and confident in working with children with special needs. These areas included: Understanding of an IEP; Knowledge of disabilities; Understanding of accommodations; Understanding of teaching strategies; Confidence of working with children with special needs; Ability to apply teaching strategies. A table with the breakdown for each category for "Prior to Fieldwork" and "End of Fieldwork" is attached. (05/28/2015)</p> <p>Faculty Assessment Leader: Janet Young</p> <p>Related Documents: CDEV 169 - Self-Evaluation Date Table SLO #2 SP 2015.docx</p>	<p>null.courseAction: In order to improve the SLO assessment method, I will ask students to explain their level of understanding for each of the categories and analyze their narratives along with their ratings in order to document that growth. (05/15/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>

ECC: EDUC 101:Introduction to the Field of Education

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #1 Careers in Education - The successful Education 101 student will analyze various careers in education through study of state and educational requirements as well as rewards and challenges.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 03/10/2015</p>	<p>Project - Students will observe and assess at least two education career professionals (one must be a tenured classroom teacher) for a total of 8 to 10 hours and complete the related observation assignment forms.</p> <p>Standard and Target for Success: 85% of students will score 80% or above on the rubric. (See attached.)</p> <p>Related Documents: RUBRIC PDF 5.14.15 EDU 101 SLO #1.pdf</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Not Met N=33 73% (24) earned a grade of 80% or above on the rubric. Students lost points in the "visitation section" because they did not complete the information, did not complete the minimum number of hours, or they do not show evidence or explain the correlation between the chosen TPE and their observation. (05/15/2015) Faculty Assessment Leader: Allen Perlstein</p>	<p>null.courseAction: Provide more examples of exemplary projects that clearly show how to write the relationship between evidence and the TPE. (03/18/2016) Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: Stress the need to prioritize and plan for the required number of hours on the first day of class and weekly. Remind them of the importance to follow through with their commitments in their projects and on the job. (03/18/2016) Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: Continue to show the models and samples of previously completed observation forms and emphasize the need for completing them and the assigned number of hours. Emphasize how this relates to job performance. (03/18/2016) Action Category: Teaching Strategies</p>

ECC: EDUC 201:Foundations in Education

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #2 Synthesizing and Reflecting - The successful Education 201 student will synthesize their observations of experienced teachers, their development of a philosophy of education and their reflection on contemporary issues of education and will evaluate specific contemporary issues in education such as merit pay for teachers, school reform, inclusion, and changes to school finance.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 08/25/2014</p>	<p>Essay/Written Assignment - In an essay, students will define the term philosophy and explain the difference between philosophy and theory; describe each of the branches of philosophy, and identify examples that illustrate each; describe the major philosophies of education, and identify examples that illustrate each. Students will learn why a personal philosophy of education is important, and describe steps involved in forming one. Standard and Target for Success: It is expected that 80% of students will score 75% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met Students Assessed=47 Average Score 19.6 or 78.6% Maximum Score 25 Minimum Score 0 (05/28/2015) Faculty Assessment Leader: Michael Collins</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met N= 47 students The average score was 19.6 (78.6%) The maximum score for this assignment is 25. (05/28/2015) Faculty Assessment Leader: Michael Collins</p>	<p>null.courseAction: Improve in teaching students the importance of having a teaching philosophy. Professor will lecture on the importance of developing a teaching philosophy. Videos, and examples will be shown so students know what makes a good teaching philosophy. (05/28/2016) Action Category: Teaching Strategies</p>