

Assessment: Course Four Column

SPRING / SUMMER 2016



El Camino: Course SLOs (BSS) - Childhood Education

ECC: CDEV 106: Infant Toddler Curriculum

| Course SLOs | Assessment Method Description | Results | Actions |
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| SLO #1 Policies and Practices - Summarize the essential policies and practices of quality infant and toddler programs. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 11/10/2015 | Exam/Test/Quiz - Four-question short answer quiz dealing with essential policies and best practices of quality infant care programs. Standard and Target for Success: It is expected that 80% of students will score 80% or above on each Related Documents: CDEV 112 - SLO Quiz (13).doc | Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Not Met N= 22 students QUESTION 1: (100% correct) Defining primary caregiving. All students were successful in defining and describing the best practices. QUESTON 2: (59% correct) Value of a small group size and low teacher ratio. Students were not able to define the value of having a small group. They only stated the teacher/child ratio. I didn't talk enough about the importance of attachment and caregiver and child bonds and how this connection is directly related to having a small group of children. In addition, attachment is discussed in detail in CDEV 107, but some students have not taken this other infant/toddler class. Therefore, it is important that this topic be covered more thoroughly in CDEV 106. QUESTION 3: (100% correct) - Attributes of a high- quality infant care program. Students were able to list sound characteristics of quality programs. QUESTON 4: (68% correct) Two care routines and the role of the caregiver. The problem was that students could not define two care routines. The core of that question was | Action: I need to clearly define and list out typical daily routines and how are they part of best practices. and more clearly define the teacher's role in implementing those daily routines. (04/21/2017) Action Category: Teaching Strategies Action: Emphasize attachment theory at the beginning of the course. (04/21/2017) Action Category: Teaching Strategies Action: During the next course review cycle, add a topic to the official course outline of record related to attachment. (04/21/2017) Action Category: Curriculum Changes |

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trying to get to the important of the teacher child interaction and how daily routines are part of the curriculum. There is a chapter in the book and a topic in class where we discuss daily routines. More emphasis and a more clear explanation is needed for this area.

(05/17/2016)

Faculty Assessment Leader: Jennifer Montgomery

SLO #2 Healthy Relationships -

Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers.

Course SLO Status: Active

Course SLO Assessment Cycle: 2016-17 (Spring 2017)

Input Date: 10/19/2013

Comments:: Not offered FA16

SLO #3 Curriculum and

Environments - Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.

Course SLO Status: Active

Course SLO Assessment Cycle: 2017-18 (Fall 2017)

Input Date: 11/10/2015

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

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Best Practices - Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2017-18 (Fall 2017) Input Date: 10/19/2013</p> | | | |
| <p>SLO #2 Value of Play - Examine the value of play as a vehicle for developing skills knowledge, dispositions, and strengthening relationships among young children.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 10/19/2013</p> | <p>Exam/Test/Quiz - Scantron quiz with 15 true/false questions and multiple choice questions will be given in March and again at the end of the semester. Questions will be based on common premises related to developmentally appropriate practices in the field of early childhood education as they relate to play. (See attached file.)</p> <p>Standard and Target for Success: 80% of students will score 80% or above on the assessment at the end of the semester.</p> <p>Reviewer's Comments: GM - 10/10/13: Does 80% seem high for this assessment? JY: 10/11/13: Thanks, Dr. M. We discussed this as a department. Child Development majors take this course. Our standards are high because this is a particularly important concept that we teach in all our classes beginning with our</p> | | |

| Course SLOs | Assessment Method Description | Results | Actions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <p>introductory class.</p> <p>Exam/Test/Quiz - The quiz given for this SLO assessment was taken on a scantron form which had fifteen (15) true/false and multiple choice questions.</p> <p>Standard and Target for Success: My personal standard was for the percentage to be at least 80% at the end of the semester,</p> <p>Reviewer's Comments: I created the Scantron quiz with the intention of it requiring some critical thinking. Students needed to apply or synthesis the semester's information, not just memorize facts. I did not edit the quiz from 2013.</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>The red statistics are the data from Spring 2016. The black statistics are from 2013. I wanted to compare the results of the (same) SLO. I only gave the assessment at the end of the semester in 2016 (not twice).</p> <p>SLO</p> <p>End of semester</p> <table><tr><td>Percentage of incorrect responses</td><td>for each question</td></tr><tr><td>number</td><td></td></tr><tr><td>Results</td><td></td></tr><tr><td>1</td><td>5% (3 out of 66 responses) slightly worse than last time it was assessed</td></tr><tr><td>2</td><td>8% (5 incorrect responses) improved</td></tr><tr><td>3</td><td>56% (37 incorrect responses) improved</td></tr><tr><td>4</td><td>29% (19 incorrect responses) improved</td></tr><tr><td>5</td><td>76% (50 incorrect responses) same %</td></tr><tr><td>6</td><td>33% (22 incorrect responses) slightly worse</td></tr><tr><td>7</td><td>14% (9 incorrect responses) same %</td></tr><tr><td>8</td><td>9% (6 incorrect responses) same %</td></tr><tr><td>9</td><td>38% (25 incorrect responses) same %</td></tr><tr><td>10</td><td>82% (54 incorrect responses) slightly worse</td></tr><tr><td>11</td><td>27% (18 incorrect responses) improved</td></tr><tr><td>12</td><td>41% (27 incorrect responses) slightly worse</td></tr><tr><td>13</td><td>29% (19 incorrect responses) same %</td></tr><tr><td>14</td><td>17% (11 incorrect responses) improved</td></tr><tr><td>15</td><td>58% (38 incorrect responses) improved</td></tr></table> <p>(06/13/2016)</p> <p>Faculty Assessment Leader: Michelle Moen</p> <p>Faculty Contributing to Assessment: Michelle Moen</p> <p>Reviewer's Comments: The class average score was 9.8 (65% correct answers). The last time I administered this SLO quiz was three years ago (Spring 2013) and the average was 63.3% at the end of the semester, which is a slight increase</p> | Percentage of incorrect responses | for each question | number | | Results | | 1 | 5% (3 out of 66 responses) slightly worse than last time it was assessed | 2 | 8% (5 incorrect responses) improved | 3 | 56% (37 incorrect responses) improved | 4 | 29% (19 incorrect responses) improved | 5 | 76% (50 incorrect responses) same % | 6 | 33% (22 incorrect responses) slightly worse | 7 | 14% (9 incorrect responses) same % | 8 | 9% (6 incorrect responses) same % | 9 | 38% (25 incorrect responses) same % | 10 | 82% (54 incorrect responses) slightly worse | 11 | 27% (18 incorrect responses) improved | 12 | 41% (27 incorrect responses) slightly worse | 13 | 29% (19 incorrect responses) same % | 14 | 17% (11 incorrect responses) improved | 15 | 58% (38 incorrect responses) improved | <p>Action: I also overestimated the students' ability to process some of the information and evidently my ability to teach critical thinking skills. I would like to offer more class activities, assignments, and opportunities that support critical thinking. Also since the last time the quiz was administered, I have added one more major assignment (The Foundations) which I was hoping would help students better connect to the theories, beliefs, and foundations in the field.</p> <p>(06/13/2016)</p> <p>Action Category: Teaching Strategies</p> |
| Percentage of incorrect responses | for each question | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| number | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Results | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 5% (3 out of 66 responses) slightly worse than last time it was assessed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 8% (5 incorrect responses) improved | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 56% (37 incorrect responses) improved | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 29% (19 incorrect responses) improved | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 76% (50 incorrect responses) same % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 33% (22 incorrect responses) slightly worse | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 14% (9 incorrect responses) same % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 9% (6 incorrect responses) same % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 38% (25 incorrect responses) same % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 82% (54 incorrect responses) slightly worse | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | 27% (18 incorrect responses) improved | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | 41% (27 incorrect responses) slightly worse | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | 29% (19 incorrect responses) same % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | 17% (11 incorrect responses) improved | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 58% (38 incorrect responses) improved | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | <p>for this semester. My personal standard was for the percentage to be at least 80% at the end of the semester, which I did not reach. I created the Scantron quiz with the intention of it requiring some critical thinking. Students needed to apply or synthesis the semester's information, not just memorize facts. I did not edit the quiz from 2013. Overall, there seemed to be a lot of incorrect answers both times it was administered (2013 and 2016). The incorrect answers were mostly related to class discussions where the topic was directly covered only in one class discussion. The questions that received mostly correct answers (both years) were questions 1,2, 7, and 8. These topics/questions were the ones, for the most part, that were covered/discussed in class through the semester. Upon review of the questions (post assessment), I realized there were a few that were discussed minimally in class (3,6,11, and 15) and my expectation that students would be able to synthesize the information might not be realistic. Basically over half of the questions on the quiz were not addressed well in class. Most all of the questions were taken from a test bank, but still could be confusing for some students. Comparing the results from 2013 and 2016, 6 questions had improved results this year, 5 were about the same, and 4 questions had slightly more incorrect responses this year. In spite of the improved results this year, I still did not reach my desired standard of 80% correct answers.</p> | |
| <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</p> | | |

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report.

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

Related Documents:

[Philosophy Assignment Guidelines and Grading Rubric.docx](#)

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

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Social Identity - Critique theories and review the multiple impacts on young children's social identity.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 10/19/2013</p> | <p>Exam/Test/Quiz - Eight (8) question quiz.</p> <p>Standard and Target for Success: 80% of students will score 80 or above on each question</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>Students did not meet the criteria for 3 of the 8 questions.</p> <p>QUESTION #1 65% correct: Social identity is defined early in the class in chapter 1. It needs to be more clearly defined for students. A reflection assignment related to their own social identity could help students with this concept. Adding an activity toward the end of the semester to emphasize the role of the teacher in relation to the development of social identity in children.</p> <p>QUESTION #2 11% correct: In the old book there used to be a developmental scale of children's awareness of concepts such as race and gender. The new book does not have it. A common hand-out, based on the "Roots and Wings" book for students, would help them with these concepts.</p> <p>QUESTION #7 61% correct: Students did not grasp this concept which is also related to question number one on social identity. Extra emphasis on the elements of diversity should be placed on this topic as the course progresses. The semantics might also be confusing for students. A clearer link between social identity and culture should be presented and reinforced throughout the semester. (05/24/2016)</p> <p>Faculty Assessment Leader: Jennifer Montgomery</p> <p>Faculty Contributing to Assessment: Cynthia Cervantes</p> | <p>Action: During the lecture on culture, include the definition and review of social identity and emphasize the role of the teacher in relation to the development of social identity in children. (04/21/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Collaborate on a common handout on the developmental scale of children's awareness of concepts such as race and gender. (04/21/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Collaborate on an activity to emphasize the role of the teacher in relation to the development of social identity in children. (04/21/2017)</p> <p>Action Category: Teaching Strategies</p> |
| <p>SLO #2 Anti-bias Approaches - Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-</p> | <p>Essay/Written Assignment - Essay question from the midterm exam worth 10 points.</p> <p>Question: How can educators support children from different linguistic backgrounds?</p> <p>Standard and Target for Success: 85% of students will score an 8 or</p> | | |

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| 14 (Spring 2014) Input Date: 10/19/2013 | above (out of 10) on this question. | | |
| SLO #3 Environments - Plan classroom environments, materials and approaches to effectively promote pride in children's identities and respect for social diversity. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 10/19/2013 | Exam/Test/Quiz - This is a 10 question multiple choice quiz focused on the SLO. Standard and Target for Success: 80% of students will correctly answer each of the questions. 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. <hr/> Exam/Test/Quiz - Ten question assessment directly related to the SLO. Standard and Target for Success: 80% of students will score 80% or above on this assessment. | | |

ECC: CDEV 114: Observing and Assessing Young Children

| Course SLOs | Assessment Method Description | Results | Actions |
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| <p>SLO #1 Assessment Tools - Utilize the California State Department of Education assessment tool (Desired Results) to evaluate all children's developmental, cultural, and linguistic characteristics</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 10/19/2013</p> | <p>Exam/Test/Quiz - 17-Question Quiz</p> <p>Standard and Target for Success: It is expected that 80% of students will score 80% or above on each question.</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>Part 1: Students did not meet the criteria in following questions:</p> <p>QUESTION 3 - 68% correct</p> <p>Importance of understanding of examples in the DRDP is important and difficult to master.</p> <p>QUESTION 9 - 76% correct</p> <p>Importance of understanding of examples in the DRDP. This one was close.</p> <p>QUESTION 13 53% correct</p> <p>This is students' first exposure to the DRDP. Only two students had heard about the DRDP and only one had worked with it. Many do not have enough experience with children so they don't have opportunities to see actual children in the classroom which would be extremely helpful.</p> <p>QUESTION 14 37% correct.</p> <p>Students were not familiar with the resources available to them.</p> <p>Part 2: Two short Essay Questions:</p> <p>QUESTION 16 - 59% of students scored a 3, 4, or 5 on the rubric. This is not surprising. They will get better in time with practice on how to conduct a DRP. Once the other actions are in place, this average should improve.</p> <p>QUESTION 17: 85% of students scored 3, 4, or 5. I am delighted that they understood what "measures" means. (05/24/2016)</p> <p>Faculty Assessment Leader: Cynthia Cervantes</p> | <p>Action: Early in the semester and throughout the semester, show students where resources are available online. Download it and print out the first page of the DRDP resource guide. (04/21/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Incorporate the DRDP in the case study assignment. (04/21/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Brining in children to the classroom to observe and incorporate more videos earlier in the semester. (04/21/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Provide more hands on opportunities in class. Did 1 ½ sessions of hands on earlier in the semester and reinforced it throughout the semester. This is a huge component for the class. (04/21/2017)</p> <p>Action Category: Teaching Strategies</p> |
| <p>SLO #2 Observation Methods - Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.</p> | <p>Essay/Written Assignment - Each student is to complete a comprehensive Observational workbook worth 25% of the course grade. The workbook requires identification of different types of observation and</p> | | |

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| Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Spring 2017) Input Date: 10/19/2013 | <p>assessment, completing 3 different observations including Running Record Account, Developmental Checklist and Environmental Assessment.</p> <p>Standard and Target for Success: It is expected that 60% of the students will score a B or higher on the Observational Workbook Assignment.</p> <p>Related Documents: CD 114 Observational workbook 13.doc </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 Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 05/12/2015 | <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> | | |

ECC: CDEV 115:Introduction to Curriculum

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <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 Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 10/19/2013</p> | <p>Presentation/Skill Demonstration - 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> | | |

| Course SLOs | Assessment Method Description | Results | Actions |
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| | <p>Note attached assignment grading rubrics for both assignments 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: CDEV 115 Assignment Guidelines and Grading Rubrics.docx</p> | | |
| <p>SLO #2 Anti-bias Curriculum - Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 10/19/2013</p> | <p>Essay/Written Assignment - Three essay questions on the final exam related to Developmentally Appropriate Practices (DAP), Inclusion, and Emergent Curriculum.</p> <p>Standard and Target for Success: 75% of students will score a 3 or 4 on the rubric.</p> <p>RUBRIC</p> <p>4= Criteria understood through definition, classroom discussions, reflections, applying through examples</p> <p>3=Most understood through definition, classroom discussions, reflections, applying through examples</p> <p>2=Some understood through definition, classroom discussions, reflections, applying through examples</p> <p>1=Partial (half examples or explanation)</p> <p>0=did not attempt at any part of question</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>The assessment consisted of three questions on the final exam related to Developmentally Appropriate Practices, Inclusion, and Emergent Curriculum. (See attached for chart and graphs.)</p> <p>DEVELOPMENTALLY APPROPRIATE PRACTICES</p> <p>3 or 4 = 18 54%</p> <p>2 = 12 -15%</p> <p>1 = 2- 6%</p> <p>0 = 1 - 3%</p> <p>INCLUSION</p> <p>3 or 4 = 57%</p> <p>2 = 15%</p> <p>1= 12%</p> <p>0=15%</p> <p>EMERGENT CURRICULUM</p> <p>3 or 4 =42%</p> <p>2= 21%</p> <p>1= 12%</p> <p>0=24%</p> <p>This is an introductory course with no prerequisite. The purpose of the class is to lay the foundation of theory and practice. There are several reasons for the low scores. It</p> | <p>Action: Direct curriculum assignment with inclusive and anti-bias approach. Textbook and article that supports anti-bias approach in regards to curriculum (12/15/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: More direct lecture on emergent and inclusive concepts with PowerPoint, in-class reflective and student response question and answer time. (11/07/2016)</p> <p>Action Category: Teaching Strategies</p> |

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| | | <p>seems evident that many students did not do the required reading and the research prior to the test. I gave them in-class time to review the chapters and take notes that they could use during the exam, but for those who had not read the material prior to the exam day it may have been too much information to process.</p> <p>Another reason for the low scores can be attributed to the complexity of these three topics, but in particular, the topic of emergent curriculum. When polling my class I found that only 1/2 of the class had previously or is currently working with children. This means that their frame of reference is limited.</p> <p>In addition, I found out that a few students did not have a textbook. At the beginning of the semester I told them that there are textbooks for loan in the Teacher Resource Room.</p> <p>I strongly encourage students to take the four other curriculum courses offered by the department as the theories and practices will be reinforced and expanded. (05/11/2016)</p> <p>Faculty Assessment Leader: Alec Colhico Related Documents: CDEV 115 SLO #2 Colhico Data Chart and Graph.docx</p> | |

SLO #3 Active Learning Activities -

Plan, implement, and evaluate active learning activities for children in developmental domains (social, emotional, physical, cognitive, and language) and curriculum areas (math, science, music, movement, creative arts, language and motor skills).

Course SLO Status: Active

Course SLO Assessment Cycle: 2016-17 (Spring 2017)

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Input Date: 10/19/2013

ECC: CDEV 117:Music and Movement for Young Children

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Curriculum Cycle - Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood music and movement activities and environments.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 10/19/2013</p> | <p>Exam/Test/Quiz - After reading the textbook, participating in class discussions and activities, as well as completing class assignments, an objective test was given to assess whether or not students are able to apply their knowledge of appropriate practices and concepts related to understanding of the many aspects of the teachers' role in early childhood programs as they apply to music and movement. The test lists 5 true/false questions and 5 multiple choice questions which focused on the teacher's role with young children.</p> <p>Standard and Target for Success: "It is expected that 80% of students will score 7 out of 20 points (70%) or above on this SLO."</p> | | |
| | <p>Exam/Test/Quiz - After reading the textbook, participating in class discussions and activities, as well as completing class assignments, an objective test was given to assess whether or not students are able to apply their knowledge of appropriate practices and concepts related to understanding of the many aspects of the teachers' role in early childhood programs as they apply to music and movement. The test lists 5 true/false questions and 5 multiple choice questions which focused on the teacher's role with young children.</p> <p>Standard and Target for Success: "It</p> | | |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| | <p>is expected that 80% of students will score 7 out of 20 points (70%) or above on this SLO.</p> <p>Exam/Test/Quiz - After reading the textbook, participating in class discussions and activities, as well as completing class assignments, an objective test was given to assess whether or not students are able to apply their knowledge of appropriate practices and concepts related to understanding of the many aspects of the teachers' role in early childhood programs as they apply to music and movement. The survey lists 5 true/false questions and 5 multiple choice questions which focused on the teacher's role with young children.</p> <p>Standard and Target for Success: "It is expected that 80% of students will score 14 out of 20 points (70%) or above on this SLO.</p> | | |
| | <p>Exam/Test/Quiz - After reading the textbook, participating in class discussions and activities, as well as completing class assignments, an objective survey was given to assess whether or not students are able to apply their knowledge of appropriate practices and concepts related to understanding of the many aspects of the teachers' role in early childhood programs as they apply to music and movement. The survey lists 5 true/false questions and 5 multiple choice questions which focused on the teacher's role with young children.</p> <p>Standard and Target for Success: "It</p> | | |

| Course SLOs | Assessment Method Description | Results | Actions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | is expected that 80% of students will score 7 out of 10 points (70%) or above on this SLO. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 10/19/2013 | Essay/Written Assignment - Students were given the activity plan assignment's guidelines and grading rubric towards the beginning of the semester. We reviewed them extensively in class. The grading rubric was designed many years ago in our department. A colleague, Susan Baxter, and I have been updating it over the years based on student feedback, our observations, and the general outcome of the grading. Standard and Target for Success: The grading rubric used was last revised June 2014 by Susan Baxter and me. When I return the graded assignment, I have also written feedback on it and/or the rubric to help students better understand the process and grading. Based on the rubric, I expected that 80% of students (in 2 sections) would score 80% or above on this SLO for the first activity plan due to the amount of attention it was given in class. For the second activity plan (later in the semester) I expected 80% of students (in 2 sections) would again score 80% or above. Reviewer's Comments: Last time I assessed this SLO, I expected 75% of the students to score 75%. I raised my expectations this semester because I went over the guidelines as well as reinforced parts | Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met *This table notes the number of students receiving stated grade. Afternoon section # 2210 <table> <tr> <td></td><td></td><th colspan="2">Number of students to receive</th></tr> <tr> <td></td><td>particular grades</td><th>1st act. plan</th><th>2nd act.</th></tr> <tr> <td>plan</td><td>3rd act. plan</td><td></td><td></td></tr> <tr> <td>A = 90%</td><td>45-50 points 11 (48%)</td><td>32 (97%)</td><td>19 (66%)</td></tr> <tr> <td>B = 80%</td><td>40-44 points 6 (21%)</td><td>1 (3%)</td><td></td></tr> <tr> <td></td><td>75% 38-39 points</td><td>5 (22%)</td><td></td></tr> <tr> <td>C = 70%</td><td>35-37 points 2 (7%)</td><td>0</td><td></td></tr> <tr> <td>D = 60%</td><td>30-34 points 1 (3%)</td><td>5 (22%)</td><td>0</td></tr> <tr> <td>F =</td><td>29 or below 1 (3%)</td><td>0</td><td>0</td></tr> <tr> <td></td><td></td><td>2 (9%)</td><td></td></tr> <tr> <td>Total number of students</td><td>33</td><td></td><td>29</td></tr> <tr> <td>23</td><td></td><td></td><td></td></tr> </table> Evening section # 2212 | | | Number of students to receive | | | particular grades | 1st act. plan | 2nd act. | plan | 3rd act. plan | | | A = 90% | 45-50 points 11 (48%) | 32 (97%) | 19 (66%) | B = 80% | 40-44 points 6 (21%) | 1 (3%) | | | 75% 38-39 points | 5 (22%) | | C = 70% | 35-37 points 2 (7%) | 0 | | D = 60% | 30-34 points 1 (3%) | 5 (22%) | 0 | F = | 29 or below 1 (3%) | 0 | 0 | | | 2 (9%) | | Total number of students | 33 | | 29 | 23 | | | | Action: Review the second activity plan guidelines more extensively and more frequently in class. (06/13/2017) Action Category: Teaching Strategies |
| | | Number of students to receive | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | particular grades | 1st act. plan | 2nd act. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| plan | 3rd act. plan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A = 90% | 45-50 points 11 (48%) | 32 (97%) | 19 (66%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B = 80% | 40-44 points 6 (21%) | 1 (3%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 75% 38-39 points | 5 (22%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C = 70% | 35-37 points 2 (7%) | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D = 60% | 30-34 points 1 (3%) | 5 (22%) | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F = | 29 or below 1 (3%) | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 2 (9%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total number of students | 33 | | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Course SLOs | Assessment Method Description | Results | Actions |
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throughout the semester. Next time I assess this SLO I will be more realistic in my expectations again (75%).

| | | Number of students to receive | |
|--------------------------|--------------------------|-------------------------------|----------|
| particular grades | | 1st act. plan | 2nd act. |
| plan | 3rd act. plan | | |
| A = 90% | 45-50 points 9 (39%) | 25 (69%) | 24 (68%) |
| B = 80% | 40-44 points 10 (44%) | 11 (31%) | 6 (17%) |
| C = 70% | 35-37 points 2 (6%) | 0 | |
| | | 3 (13%) | |
| D = 60% | 30-34 points 1 (3%) | 0 | |
| | | 0 | |
| F = | 29 or below 2 (6%) | 0 | |
| | | 1 (4%) | |
| Total number of students | | 36 | 35 |
| 23 | | | |

*The table below notes the Percentage of Students who Received at least 80% Correct on Assessment

Regarding the Target for Student Success (as previously stated in this report): Based on the rubric, I expected that 80% of students (in both sections) would score 80% or above on this SLO for the first activity plan due to the amount of attention it was given in class and the fact that they were able to work in groups. It was the same expectation for the remaining 2 activity plans.

Section 2210
First activity plan --33 out of 33 students received 40-50 points (80-100%)
Second Activity plan--25 out of 29 students received 40-50 points (80-100%)
Third Activity Plan--16 out of 23 students received 40-50 points (80-100%)

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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(80% was target)

Section 2212

First activity plan --36 out of 36 students received 40-50 points (80-100%)

Second Activity plan-- 30 out of 35 students received 40-50 points (80-100%)

Third Activity Plan--19 out of 23 students received 40-50 points (80-100%)

(80% was target)

(06/13/2016)

Faculty Assessment Leader: Michelle R. Moen

Faculty Contributing to Assessment: Michelle R. Moen

Reviewer's Comments: Not all students completed all 3 activity plans. Some students dropped the class during the semester, while other students only completed one or two of the three activity plans for various reasons. I also offered an optional off campus conference attendance as a substitute for the 3rd activity plan. Approximately 13 students completed that option.

For both sections, the areas which seemed to receive the lowest grades in the activity plan were consistent: The concept section, the Procedures (second part) section, and the 5 Themed Based Activities section. This is consistent with past years' observations, assessments, and notes. These particular sections tend to be the most (difficult) academic part of the assignment. New students to the program/department seem to need a second semester to truly understand and internalize learning regarding these sections (according to instructor observations and student feedback).

This past year I have required students to complete the first activity plan in small groups. I'm hoping for peer mentoring and a better understanding of this major academic assignment. The target was for 80% of the students to

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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receive at least a B (80%) grade or better. With the group activity plan 100% of the students received at least a “B” grade on the assignment. This result is much higher than when students complete the project individually (in the past). Typically many students receive higher grades on the second and third activity plans as they learn more about the expectations and process of creating this particular assignment during the semester. I have found that all percentages are higher (on all 3 activity plans) than in past years when I did not require the first activity plan to be completed in a small group.

SLO #3 Role of the Teacher -

Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs as they apply to music and movement.

Course SLO Status: Active

Course SLO Assessment Cycle: 2013-14 (Spring 2014)

Input Date: 10/19/2013

Exam/Test/Quiz - After reading the textbook, participating in class discussions and activities, as well as completing class assignments, a scantron survey was given to assess whether or not students are able to apply their knowledge of appropriate practices and concepts related to understanding of the many aspects of the teachers’ role in early childhood programs as they apply to music and movement. The survey lists 20 true/false questions which focused on the teacher’s role with young children. Note attached SLO #3 scantron assessment and answers at the end of this report.

Standard and Target for Success: “It is expected that 80% of students will score 14 out of 20 points (70%) or above on this SLO.

ECC: CDEV 118:Science and Math for Young Children

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Math and Science Skills - Recognize and implement math and science concepts for early childhood education curriculum.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 05/17/2016</p> <p>Comments:: Revised by Jennifer Montgomery in agreement with the Childhood Education Department.</p> | <p>Project - Students develop three (3) teacher made math materials/activities to be presented in class. See attached for complete assignment.</p> <p>Standard and Target for Success: 80% of students will score 80% or above.</p> <p>Related Documents: Teacher Made Math Materials.docx</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met N = 60 students</p> <p>The average score was 81.5% for this assessment. Although the standard was met, there are still areas for improvement.</p> <p>Overall the assignment was a bit confusing. I think that three (3) games was too many and that two (2) will allow them to spend more time on the development of the activities.</p> <p>Some students have a mental block with math and need more examples and hands-on experiences before they are expected to do this assignment. This was the first assignment due which put them at a disadvantage. By the end of the class, they understood the concepts and were incorporating math concepts into their science projects such as graphing in a sink and float activity.</p> <p>It would have been better to follow the STEM model and begin with science, technology, engineering, and incorporate math along the way. Then, when they come to the math component they will have a better understanding of how the concepts are interrelated.</p> <p>(05/17/2016)</p> <p>Faculty Assessment Leader: Jennifer Montgomery</p> | <p>Action: Rearrange the topics to follow the STEM model and begin with science, then technology, engineering and math. Move this assignment to the end of class. (04/21/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Reduce the number of activities from three (3) to two (2) and add more hands-on activities prior to the due date for this assignment. (04/21/2017)</p> <p>Action Category: Teaching Strategies</p> |
| <p>SLO #2 Activity Plans - Develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental</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</p> | | |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>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>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>SLO #3 Role of the Teacher - Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs in regard to math and science.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014) Input Date: 10/19/2013</p> | <p>Exam/Test/Quiz - A 10 question multiple choice assessment was given in the 15th week of class to 27 students for 2 sections of Cd 118. The questions were designed to measure the students understanding of the role of a teacher in the program. There were 2 levels of answers provided for 5 of the 10 questions that measured the best answer (Answer I) and a possible second answer (Answer II) that would facilitate a student with less experience in the field. (See table and charts with Data)</p> <p>Standard and Target for Success: It is expected that the combined total percentage of correct student responses will score 65% or above when assessing Answer I and 75% when combining Answer i and Answer II scores for this SLO.</p> <p>Reviewer's Comments: The assessment responses exceeded expectations and tables and charts to set out the assessment tools and</p> | | |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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results are included

Related Documents:

[CD 118 SLO assesment form spring 2014.doc](#)

[SLO CD 118 Table of A1 & A2 Question.doc](#)

ECC: CDEV 125:Child Development Practicum I

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Designing Curriculum - Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 10/19/2013</p> | | | |
| <p>SLO #2 Self-Assessing Teaching - Critically assess one's own teaching experiences to guide and inform practice.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 10/19/2013</p> | <p>Field Work/Internship - Student present three (3) lessons at their fieldwork site and complete a self-evaluation checklist and narrative on each.</p> <p>Standard and Target for Success: 80% of students will score a 4 on the following rubric.</p> <p>4: All areas addressed. Thorough and detailed. Includes insights and observations.</p> <p>3: Most areas addressed. Some areas missing. Insights some reflection and observations.</p> <p>2: Only some areas addressed. Self-reflection or opportunities for improvement missing.</p> <p>1: Several missing areas. Not enough detail. No meaningful self-reflection or plans for improvement.</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>N=12 students. See "Target for Success" for actual Rubric.</p> <p>4- 50% (6 students)</p> <p>3- 33 % (4 students)</p> <p>2- 17% (2 students)</p> <p>This is this early practicum course. Students may take this class once they have completed 9 units of child development. Some students have had no experience in the classroom which can account for some of the fluctuation in the scores.</p> <p>Throughout the semester, students developed three lessons and presented to the children in their fieldwork classroom. They then completed a self-evaluation checklist and a narrative evaluating their performance on several indicators. (See attached.) Their self-evaluation was then compared to that provided by the Mentor teacher who observed the lesson.</p> <p>The scores for this SLO have actually improved from last assessment. I have included a sample in the course packet of a model self-evaluation that I review in class. This seems to have helped student understand the types of information that should be included in the self-evaluation and how the narrative should relate to the ratings in the checklist. Since</p> | <p>Action: Revise the Activity Self-Evaluation Form (07/15/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The activity plan evaluation form was actually revised earlier than the Action Date so that all the ideas and changes were fresh in mind and the revisions would be meaningful and helpful (05/04/2016)</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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it is in their packet, and not just something that is presented in class once, they have the opportunity to review it when it comes time for them to complete their self-assessment.

I realized that I can make improvements to the form itself to provide more instruction, detail, and room for self-evaluations.

(05/03/2016)

Faculty Assessment Leader: Janet Young

Related Documents:

[CDEV 125 Activity Evaluation.doc](#)

SLO #3 Relationships - Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Course SLO Status: Active

Course SLO Assessment Cycle: 2014-15 (Spring 2015)

Input Date: 10/19/2013

Field Work/Internship - Review of the Midterm and Final Evaluations and Activity Plans completed by Mentor Teachers. Both forms are attached.

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.

Related Documents:

[CDEV 125 - Midterm and Final Evaluation Form.doc](#)

ECC: CDEV 126:Child Development Practicum II

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| SLO #1 Designing Curriculum - Design, implement and evaluate curriculum activities that are based on observation and assessment of young children. Course SLO Status: Active Course SLO Assessment Cycle: 2017-18 (Fall 2017) Input Date: 10/19/2013 | | | |
| SLO #2 Self-Assessing Teaching - Critically assess one's own teaching experiences to guide and inform practice. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 10/19/2013 | Field Work/Internship - Student present eight (8) lessons at their fieldwork site and complete a self-evaluation checklist and narrative on each. Standard and Target for Success: 80% of students will score a 4 on the following rubric. 4: All areas addressed. Thorough and detailed. Includes insights and observations. 3: Most areas addressed. Some areas missing. Insights some reflection and observations. 2: Only some areas addressed. Self-reflection or opportunities for improvement missing. 1: Several missing areas. Not enough detail. No meaningful self-reflection or plans for improvement. | Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met N=9 students. See "Target for Success" for actual Rubric. 4 - 88% (7 students) 3- 22 % (2 students) 2- 0% This high result is not surprising as this is an advanced practicum course. Students have taken a minimum of 21 units of child development, are child developed majors and have worked with children. Their other child development classes have prepared them to develop activity plans and to assess their performance based on observing and assessing children. They are more familiar with child development terminology and developmentally appropriate practices. They can articulate their strengths and areas for improvement better than those in the early practicum course. I have noticed, however, that I should revise the evaluation form to make it more effective for students. (05/03/2016) Faculty Assessment Leader: Janet Young | Action: Revise the Activity Plan Evaluation Form (06/17/2016) Action Category: Teaching Strategies |
| SLO #3 Children's Needs - Integrate understanding of children's development and needs to create and | Field Work/Internship - Review of related areas of the eight (8) Activity Plan Evaluations, Mid-Term and Final | | |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>maintain healthy, safe, respectful, supportive and challenging learning environments for all children.</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>Evaluation. Evaluation forms are attached.</p> <p>Standard and Target for Success:</p> <p>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:</p> <p>126 Activity Plan Evaluation Student and Mentor.doc</p> <p>CDEV 126 Midterm and Final Evaluation Form.doc</p> | | |

ECC: CDEV 129:Introduction to Program Administration

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Applying Skills - Apply administration skills in various types of early care and education program</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 03/03/2015</p> | <p>Project - Students prepare a one-hour Staff Development meeting. See attached for complete assignment.</p> <p>Standard and Target for Success: Students were assigned points for each section that needed to be addressed in their reflection It was expected that 80% (20 students) of the 22 students will score 8 or above on this SLO</p> <p>Related Documents: CDEV 129 Project Instructions.docx</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Not Met</p> <p>After scoring this assignment (Reflection #5), I was able to analyze the following data - 12 students received 10 points, 6 students received 8 points, 1 student received 7 points, 2 students received 6 points, and 1 student did not complete the assignment. The two areas that most students did not receive points for, were the factors to consider during the meeting and what type of follow up was needed after the meeting. (see attached chart) For the Spring 2017 semester, I will provide the students with more opportunities to plan meetings and will incorporate an in-class exercise that requires the students to analyze a staff meeting including the steps taken to prepare prior to the meeting, the planned agenda for the meeting and what follow-up was needed after the training. They will rate the planning, implementation and follow-up in each area and explain how and why they rated each section. (04/26/2016)</p> <p>Faculty Assessment Leader: Monica Simon Related Documents: CDEV 129 SLO #1 Data and Chart Spring 2016 Simon.xlsx</p> | <p>Action: When covering the section on Staff Development include more details on the steps to planning a meeting, the activities during the meeting, the follow up and the importance of having materials to give to the staff. (04/20/2017) Action Category: Teaching Strategies</p> <hr/> <p>Action: After completing in class Staff Development exercise, assign this reflection. (04/20/2017) Action Category: Teaching Strategies</p> |
| <p>SLO #2 Fiscal Planning - Demonstrate knowledge of strategic and fiscal planning.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2017-18 (Fall 2017) Input Date: 03/03/2015 Comments:: Not offered FA16</p> | | | |
| <p>SLO #3 Quality Programs - Evaluate components of quality programs, facilities, and operations.</p> | | | |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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Course SLO Status: Active

Course SLO Assessment Cycle: 2017-
18 (Fall 2017)

Input Date: 03/03/2015

ECC: CDEV 131:Supervising and Mentoring Adults

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Individualized Mentoring - Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 10/19/2013</p> | <p>Exam/Test/Quiz - Eight (8) exams with 10 questions each given throughout the semester.</p> <p>Standard and Target for Success: 80% of students will score an average of 80% or above on the eight (8) exams related to this topic.</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>N= 33 students</p> <p>Exam 1 = 82%</p> <p>Exam 2 = 76% (Did not meet standard.)</p> <p>Exam 3 = 84%</p> <p>Exam 4 = 87%</p> <p>Exam 5 = 83%</p> <p>Exam 6 = 89%</p> <p>Exam 7 = 89%</p> <p>Exam 8 = 87%</p> <p>Aside from the Exam #2, the standard of 80% success rate was met.</p> <p>The two questions that students struggled with.</p> <p>#2 - The question is unclear and there are two answers that could have been considered correct.</p> <p>#3 - 13% of students did not understand that, in some cases, a mentor and student are not a good match and that finding another mentor is the best choice.</p> <p>I will be using a new textbook in the fall that incorporates video clips and I will be revising all of the exams. I will make sure that these two concepts are presented clearly to students. (05/03/2016)</p> <p>Faculty Assessment Leader: Janet Young</p> | <p>Action: Revise all exams for this class based on the video clips provided in the text. (08/23/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The new textbook is excellent. Students can easily access the video clips. They are required to set up an account, but it is free and easy to do. I use the video clips as the discussion topics and this is working out very well. (03/04/2017)</p> <p>Follow-Up: Completed. I am hoping that access to these video clips will be a valuable online learning strategy. (05/24/2016)</p> |
| <p>SLO #2 Communication - Demonstrate competency in communication and reflective practices when working with diverse adult populations.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2012-13 (Fall 2012), 2017-18 (Spring 2018)</p> <p>Input Date: 11/10/2015</p> | | | |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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SLO #3 Informing Leadership and

Decisions - Use a variety of personnel, program, and environmental assessment tools to inform leadership and decisions.

Course SLO Status: Active

Course SLO Assessment Cycle: 2016-17 (Spring 2017)

Input Date: 11/10/2015

ECC: CDEV 150:Survey of Children with Special Needs

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Exceptionalities and Conditions - Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Spring 2017) Input Date: 11/10/2015</p> | <p>Laboratory Project/Report - Students will conduct an observation in a special education classroom that includes an evaluation of the environment, teaching methods, naturalistic observation, and interview with a staff member, and conclusions</p> <p>See attachment for entire assignment.</p> <p>Standard and Target for Success: See attached Rubric for Complete Details. Total 100 points Project Format - 5 Observations- 30 Naturalistic Observation - 10 Interview and Additional Questions - 20 Textbook is quoted and cited - 25 Conclusion- 10</p> | | |
| <p>SLO #2 Role of History and Society - Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 11/10/2015</p> | <p>Exam/Test/Quiz - Young: Exams for Chapters 1 (Overview of Special Education) and 2 Ensuring Progress in Special Education. There were 20 questions for each exam.</p> <p>Harley: Exam existing of 8 questions (Attached) directly related to this SLO.</p> <p>Standard and Target for Success: 80% of students will score 80% or above these exams.</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met HARLEY (Standard Met) N= 24 Students Score 100% – 11 students – 46% of class Score 88% - 5 students – 21% of class Score 75% - 6 students – 25% of class Score 63% - 2 students -8% of class 92% of students scored 75% or above on this SLO. In fact, 67% scored 88% or above. This demonstrates that students are clearly understanding these concepts taught on the on campus class.</p> | <p>Action: Review the following concepts in class: purpose and benefits of labels; Brown v. Board of Education court case; Independent Living, Economic Self-Sufficiency, Multi-tiered System of Support and Standards Based Reform. (09/15/2016) Action Category: Teaching Strategies</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| | | <p>YOUNG (Standard Not Met)</p> <p>Please see attached document for complete data.</p> <p>N=43 students</p> <p>EXAM #1: Students scored 80% or above on all questions except for the following:</p> <p>Question 2 74% - Benefits of a disability label – qualifies students for services</p> <p>Question 5 79%-Critical outcome of Brown v. Board of Education Case – Schools may not segregate by race.</p> <p>Question 16 79%- The term “independent living” relates to ensuring that people with disabilities participate in decision making process for their own lives.</p> <p>Question 17 79% -The term “economic self-sufficiency” relates to ensuring that people with a disability will be provided with income-producing or unpaid work that contributes to</p> <p>EXAM #2: Students scored 80% or above on all questions except for the following:</p> <p>Question 4: 69% - Major typographical error made it impossible for students to answer this correctly.</p> <p>Question 16: 76% Students did not understand the definition for Multi-tiered System of Support</p> <p>Question 19: 37% - Students did not understand the definition and concepts related to standards based reform.</p> <p>Overall, students did very well on these exams demonstrating that they are understanding most concepts. The concepts that must be explained in better detail to get to the target are:</p> <p>Purpose and benefits of labels; Brown v. Board of Education court case; Independent Living, Economic Self-Sufficiency, Multi-tiered System of Support and Standards Based Reform.</p> <p>(05/03/2016)</p> <p>Faculty Assessment Leader: Janet Young</p> <p>Faculty Contributing to Assessment: Paul Harley</p> | |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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SLO #3 Collaboration - Collaborate with families and community members in supporting inclusion of children with special needs
Course SLO Status: Active
Course SLO Assessment Cycle: 2016-17 (Spring 2017)
Input Date: 11/10/2015

ECC: CDEV 169:Special Education Practicum

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Understanding Disabilities - Demonstrate an understanding and sensitivity toward children with special needs and their families as they relate to the special education classroom.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 10/19/2013</p> | <p>Term/Research Paper - Students select one child in their fieldwork classroom and develop a research paper based on the child's disability. (See attached.)</p> <p>Standard and Target for Success: 80% of students will earn an 80% or above on this assignment.</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met N= 4 students 100% of students scored a 4 on this assignment. This result is not a surprise. Students in this class have completed a minimum of 21 units of child development including two courses in special education. They are students sincerely interested in working with children with special needs and are working toward an Early Interventional Assistant Certificate of Achievement.</p> <p>Through the years, I have refined the assignment to make it more organized and clear. It also supports the nomenclature from the special education classes.</p> <p>To improve this assignment and to gather data more related to this SLO, I will add a section on the assignment that asks students to describe how their understanding and sensitivity of children with special needs and their families may have changed since they took this class and complete their fieldwork in a special education classroom. (05/03/2016) Faculty Assessment Leader: Janet Young</p> | <p>Action: Revise the research paper to include a section that asks student to describe if/how their attitudes toward children, teachers, and families have changed as a result of their field work and class experiences. (06/17/2016) Action Category: Teaching Strategies</p> |
| <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 Course SLO Assessment Cycle: 2014-15 (Spring 2015) 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> | | |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #3 Approaches and Strategies - Apply a variety of effective approaches, strategies, and techniques that support positive learning experiences for children with special needs.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014)</p> <p>Input Date: 10/19/2013</p> | <p>Field Work/Internship - Evaluation is based on the final evaluation forms completed by the Mentor teacher and confirmed by instructor observations.</p> <p>Standard and Target for Success: 90% of students will score a 4 on each area being evaluated.</p> <p>Related Documents: CDEV 169 Midterm and Final Evaluation Form.doc</p> | | |

ECC: EDUC 201:Foundations in Education

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Career Pathway - Education 201 The successful Education 201 student will outline their career pathway in education inclusive of state and educational requirements as well as rewards and challenges.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017) Input Date: 08/25/2014</p> | <p>Multiple Assessments - Portfolio: Students develop a comprehensive professional portfolio which includes a section in on the California Teaching Standards related to the Teaching profession and career paths. In their fieldwork in elementary school classrooms, students observe the California teaching standards being demonstrated and then articulate and provide evidence related to those standards in this section of their portfolios. (Instructions attached.)</p> <p>Fieldwork: The Master Teachers complete an evaluation form predicting the "Degree of success for this candidate as a future teacher."</p> <p>Standard and Target for Success: Portfolio: 80% of students will score 80% or above on this portion of the portfolio. Grading rubric is attached.</p> <p>Master Teacher Evaluation: 100% of students will earn a rating of "Outstanding" or "Strong" on their final evaluation forms.</p> <p>Related Documents: Portfolio Guidelines Edu 201 M. Collins.doc Portfolio Rubric - EDU 201 M. Collins.doc</p> | | |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <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.</p> <p>Standard and Target for Success: It is expected that 80% of students will score 75% or above on this SLO.</p> | | |
| <p>SLO #3 CSTP and Common Core Standards - The successful Education 201 student will identify the demonstration of the California Standards for the Teaching Profession and use of the California Common Core Standards though 45 hours of classroom observations of experienced teachers.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 08/25/2014</p> | <p>Portfolio - Students will develop a professional portfolio which will reflect how each CSTP is implemented in a classroom setting. Students will recognize and describe examples of teaching which exhibit the implementation of the California Common Core Standards.</p> <p>Standard and Target for Success: It is expected that 80% of students will score 160 points (out of 200) or above on this SLO.</p> <p>Related Documents: EDU 201 Rubric for SLO #3.docx</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met Students Assessed 45 Average Score 181.9 Maximum Score 200 Minimum Score 96</p> <p>The average score on this assignment was 182 which demonstrates that students were successful in meeting the criteria for this SLO and the standard was met. The area (or areas) in which the students scored highest was the students writing of their personal teaching philosophy. I think this is because I have refined my teaching strategies in the past several years, made the criteria clear, provided samples and detailed explanations, and provided students with a comprehensive rubric that outlines what is expected of them.</p> <p>The area in which they scored lowest was finding evidence for CSTP #6-Developing as a professional educator. I think</p> | <p>Action: Students will participate and interact with teacher professionals to understand the CSTP's. I will include more guest speakers to present their expertise and experience to increase student learning of the profession and the CSTP's. (01/25/2017) Action Category: Teaching Strategies</p> |

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this is because it was hard for students to observe professional teachers attending trainings and workshops for professional development. Several students did not include an artifact in their portfolio to relate to this CSTP. I will work on giving more detailed explanations and examples to help students score higher in the section of their portfolio.

Even though the standard was met, I will continue to reflect upon and improve teaching and learning for our future teachers.

(05/13/2016)

Faculty Assessment Leader: Michael Collins