

Assessment: Course Four Column

Fall 2018



El Camino: Course SLOs (BSS) - Childhood Education

ECC: CDEV 110:Child Health and Safety

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Nutritional Needs - Identify the nutritional needs of children at various ages and plan activities that focus on healthy development and nutrition.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2018-19 (Fall 2018)</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, a scantron survey was given to assess whether or not students are able to apply their knowledge of appropriate practices and concepts related to nutrition and young children. The survey lists 12 true/false questions and 8 multiple choice questions which focused on the nutritional needs of young children.</p> <p>SLO #3 Assessment and Key is attached below.</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>Related Documents: CDEV 110 Assessment Survey and</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Thirty (30) students took the SLO quiz. The class average was 16.5 out of 20 points, or approximately 82.5%. Many of the questions were taken from a test bank. There were 4 questions which seemed to be slightly difficult for the students (# 15-18). For those particular questions, 37-50% of the class marked incorrect answers (37%, 43%, 50%, and 37% respectively). We reviewed all of the answers after the quiz was administered. Some of these questions were addressed early in the semester, but evidently weren't reinforced enough times during the semester. The topic of nutrition is also scheduled towards the very end of the semester (due to course schedule), which might have also influenced the outcome of the assessment. The students scored extremely high on most all of the remaining questions, which met instructor expectations (the Target for Success). See attached table. (02/09/2015)</p> <p>Faculty Assessment Leader: Michelle Moen</p> <p>Related Documents: CDEV 110 Data.docx</p>	<p>Action: It would be extremely helpful if we had an on campus lab school where the students could observe (and participate) to better understand some of the policies, procedures, etc. as they relate to the class and this specific SLO. Student learning and success would be supported through the observation and/or implementation of activities that support nutrition and general healthy (physical and emotional) development of young children. (08/01/2017)</p> <p>Action Category: Program/College Support</p> <p>Action: I will try to prioritize reviewing class material from previous weeks more frequently. (03/01/2015)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>Key.docx</p> <p>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 nutrition and young children. The survey lists 12 true/false questions and 8 multiple choice questions which focused on the nutritional needs of young children.</p> <p>Note attached SLO #3 scantron assessment and answers at the end of this report.</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>Related Documents: CDEV.110#3.Nut.Needs.Fall.2014.A NSWERS.pdf</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>Thirty (29) students took the SLO quiz. The class average was 17.2 out of 20 points or approximately 86%. (up from 16.5 when it was last assessed in 2014, approximately 82.5%). Many of the questions were taken from a test bank. There were 3 questions which seemed to be slightly difficult for the students (# 14, 16, & 18). These 3 were 3 of the 4 questions that students seem to struggle with the last time the SLO was assessed. The topic of nutrition is scheduled towards the very end of the semester (due to course schedule), which might have influenced the outcome of the assessment again. The students scored extremely high on most all of the remaining questions, which met instructor expectations (the Target for Success). (02/23/2019)</p> <p>% of Success for this SLO: 86</p> <p>Faculty Assessment Leader: Michelle Moen</p>	<p>Action: I will try to prioritize reviewing class material from previous weeks more frequently. (02/28/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: It would be extremely helpful if we had an on campus lab school where the students could observe (and participate) to better understand some of the policies, procedures, etc. as they relate to the class and this specific SLO. Student learning and success would be supported through the observation and/or implementation of activities that support nutrition and general healthy (physical and emotional) development of young children. (02/22/2019)</p> <p>Action Category: Program/College Support</p>

ECC: CDEV 116:Creative Art for Young Children

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Creativity - Demonstrate an understanding of the many aspects of the teachers' role in enhancing creativity and the creative process.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2018-19 (Fall 2018)</p> <p>Input Date: 10/19/2013</p>	<p>Exam/Test/Quiz - Students completed a 10 question, multiple choice assessment that set our different roles of a teacher in the creative process. Questions 5 and 8 of the 10 questions were set at a more difficult level of understanding.</p> <p>Standard and Target for Success: A copy of the assessment instructions and questions are attached</p> <p>It is expected that 50 % of the participants will get 70% or more of the answers correct and that 80% or the participants should get at least 50% of the answers correct.</p> <p>Related Documents: SLO Fall 14 CD 116 no3 Assessment Questions (1).doc</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>The data clearly supports that the Standards and Targets for success. Figure 1.1 shows the breakdown of the results for the 53 participants. Figure 1.2 shows that 62% of the participants scored 70% or over for correct answers. This exceeds the target set before the assessment. The areas that the students scored low on revealed interesting insights as follows:</p> <p>Question #1 36 of 53 students answered the question incorrectly. Answer D was the “best answer” A and C would be considered correct. Answer B would be considered the opposite to the information taught in class and only 2 students chose this answer.</p> <p>Question #4 38/53 Students answered this question incorrectly. Answer D was most student’s choice instead of the correct answer and D would be the next best answer and still applicable to the role pf a teacher.</p> <p>Question #5 42 of 53 students answered the question incorrectly. This was the most difficult question and it was expected that only students who had an expanded and solid knowledge of the course content would choose correctly. It is important to note that only 6 students chose the answer that is irrelevant to the topic for question 5.</p> <p>Question #8 48 of 53 students answered the question incorrectly. This difference is significant. This is considered the most difficult question and the results bear this out. What the results reveal is that the “specialty language of our field is not as well understood by the students in this situation. The word form as in structure is not typical and is associated with the role of the creative teacher where the word autonomy, which is the most commonly chosen incorrect answer” is very common key term in the field. While autonomy is very applicable to the creative environment it would not be considered the best answer for this question.</p>	<p>Action: Continue working on vocabulary development relative to the field when developing course contents (02/08/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: I am no longer teaching this course and would still recommend scaffolding CD 115 and CD116 to create a more seamless learning dynamic to support program planning and critical thinking skills (05/11/2015)</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>Essay/Written Assignment - N=35 This assessment is based on two reflection assignments, one at the beginning of the semester, and another at the end. The assessment is based on the final reflection activity.</p> <p>Reflection 1: Define creativity: Scores: 5 (60%), 4(30%), 3 2%</p> <p>1. Do you consider yourself a creative person? Why or why not?: 5 (55%),4 (10%), 3 (20%)</p> <p>2. Describe the differences between process and product: 5 (50%), 4 (30%), 3 (20%)</p> <p>3. These scores reflected that students did not see themselves as creative and that they did not have a clear understanding of the differences between process and product when teaching young children. Therefore, I knew that needed to focus on that information.</p> <p>Reflection 2: 1. 5 (85%, 4 10%, 3 (5%) 2. 5 (10) 4 (10%) 3 (5%) 3. 5 (95%) 4(5%) 3(0%)</p> <p>Standard and Target for Success: 80% of students will score a 4 or 5 on each of the questions.</p>	<p>(02/08/2015)</p> <p>Faculty Assessment Leader: Susan M Baxter Faculty Contributing to Assessment: Susan M Baxter</p> <p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>Reflection 1: Define creativity: Scores: 5 (60%), 4(30%), 3 2%</p> <p>1. Do you consider yourself a creative person? Why or why not?: 5 (55%),4 (10%), 3 (20%)</p> <p>2. Describe the differences between process and product: 5 (50%), 4 (30%), 3 (20%)</p> <p>3. These scores reflected that students did not see themselves as creative and that they did not have a clear understanding of the differences between process and product when teaching young children. Therefore, I knew that I needed to focus on that information.</p> <p>Once the class was completed and students participated in many creative activities, their understanding of the role of the teacher in the learning process and the importance of seeing themselves as creative.</p> <p>1. 5 (85%, 4 10%, 3 (5%) 2. 5 (85%) 4 (10%) 3 (5%) 3. 5 (95%) 4(5%) 3(0%)</p> <p>This is a very labor intensive class to teach as I provide hands-on activities each week. However, this extra work clearly pays off as students are transformed and see themselves as creative. In turn, they will be able to instill creativity in their own students. (02/08/2019)</p> <p>% of Success for this SLO: 88</p> <p>Faculty Assessment Leader: Jennifer Montgomery</p>	<p>Action: Continue to find sources to purchase materials for curriculum classes so that students are allowed to experience creativity, first hand, and then pass it along to the children they teach. (11/15/2020)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: In progress based on grant funding. (06/03/2019)</p>

ECC: CDEV 119:Language Arts for Young Children

Course SLOs	Assessment Method Description	Results	Actions
<p>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 language arts.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2018-19 (Fall 2018)</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, 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 language arts. The survey lists 20 true/false questions which focused on the teacher's role with young children.</p> <p>The SLO #3 Assessment Survey and Key is attached below.</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>Related Documents: CDEV 119 Assessment Survey M. Moen.docx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Fifty five (55) students took the SLO quiz. Many of the questions were taken from a test bank. The question that received the most incorrect responses was #20 regarding using books throughout the classroom. There were 4 questions which received 80% correct responses. Two (2) of these questions related to the use of worksheets in the classroom. We discussed using books throughout the classroom several times, but evidently not regularly/enough. We definitely discussed more appropriate ways to teach concepts than using worksheets. Dialogs about this subject matter occurred most every week so I was surprised by the quiz results. I expected results closer to 100% for those 2 questions. The students scored extremely high on most all of the remaining questions, which met instructor expectations (the Target for Success). The class average was 17.6 out of 20 points, or approximately 88% (which is a high B letter grade).</p> <p>See attachment for table with breakdown of scores. (02/09/2015)</p> <p>Faculty Assessment Leader: Michelle Moen</p> <p>Related Documents: CDEV 119 - Data.docx</p>	<p>Action: It would be extremely helpful if we had an on campus lab school where the students could observe and perhaps participate) to better understand the teacher's role as it relates to young children and language arts. (08/01/2019)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: Still hoping the College will reopen the CDC Lab School. (06/03/2019)</p> <hr/> <p>Action: I will try to prioritize reviewing class material from previous weeks. (03/15/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: In progress with positive results. (06/03/2019)</p>
	<p>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</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>Forty (40) students took the SLO quiz (19 in the afternoon section and 21 in the evening section). Many of the questions were taken from a test bank. There were 3 questions which received quite a few incorrect responses. Two (2) of these questions related to the use of worksheets and teaching the ABCs in the classroom. We definitely discussed more appropriate ways to teach concepts than</p>	<p>Action: I will try to prioritize reviewing class material from previous weeks. (09/09/2020)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: In progress with positive results. (06/03/2019)</p> <hr/> <p>Action: It would be extremely helpful if we had an on campus lab school where the students could</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>early childhood programs as they apply to language arts. The survey lists 15 true/false questions which focused on the teacher's role with young children.</p> <p>Note attached SLO #3 scantron assessment and answers at the end of this report.</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>Related Documents: CDEV.119#3.Fall.2018.ANSWERS.pdf</p>	<p>using worksheets. Dialogs about this subject matter occurred most every week so I was surprised by the quiz results. The results mirrored the results from the last time this particular SLO was accessed (Spring 2014). I expected results closer to 100% for those 2 questions. The students scored extremely high on most all of the remaining questions, which met instructor expectations (the Target for Success). The class average was 13.3 out of 15 points, which is about 87%. (Last time it was accessed the average was 17.6 out of 20 points, or approximately 88%). The afternoon section's average was 12.8 out of 15 and the evening section was 13.6. We discussed the answers/results in class post quiz. (02/23/2019)</p> <p>% of Success for this SLO: 87</p> <p>Faculty Assessment Leader: Michelle Moen</p>	<p>observe and perhaps participate) to better understand the teacher's role as it relates to young children and language arts. (02/23/2019)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: Hoping the College will reopen the CDC Lab School. (06/03/2019)</p>

ECC: CDEV 130:Principles of Program Administration

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Collaboration - Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2018-19 (Fall 2018), 2020-21 (Fall 2020)</p> <p>Input Date: 03/03/2015</p>	<p>Multiple Assessments - I prepared nine assignments that facilitated communication between the students, and prepared two assignments that required the student to visit and interact with personnel at a center.</p> <p>Standard and Target for Success: It is expected that 85% of students will score 75% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Not Met</p> <p>The students received up to ten points for each of the nine assignments. There were points given for their responses, full points were given when assignments were completed by the Friday of that week and points for responses to their peers that were professional and thought provoking. Both the “Shadow A Director” and the “Diversity” assignments were worth 30 points each. The “Shadow an Administrator” assignment required the student to summarize what they observed (worth up to 15 points), identify the administrator’s leadership style (worth up to 5 points) and to write a reflection on the visit (worth up to 5 points).</p> <p>For the “Diversity” assignment, the students needed to conduct an interview to assess how the teachers respected. The student needed to understand the parent involvement and what measures the center took to ensure success with respecting diversity.</p> <p>For the nine group discussions activities -Of the 19 students, there were only 6 students that did not participated in all nine discussions.</p> <p>Results from the “Shadow an Administrator” assignment – 10 students (53%) received 30 points, 3 students (16%) received between 25 – 29 points, 2 students received between 20 – 24 points (11%), 2 students (11%) received under 20 points and 2 students (11%) did not complete the assignment.</p> <p>Results from the “Diversity” assignment – 15 students 79% received 30 points, 2 students (11%) received between 25 – 29 points and 2 students (11%) did not complete the assignment.</p>	<p>Action: Extend the “Shadow an Administrator” assignment to include several visits to the facility to foster more communication. (11/15/2020)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: In progress with positive results. (06/03/2019)</p> <hr/> <p>Action: Develop a group project for several students to work on throughout the semester and to present to the class. (08/08/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: In progress with positive results. (06/03/2019)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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After reviewing the structure of this class and how the assignments promoted building professional relationships and facilitated collaboration and communication, it became clear to me that I need to develop and add a group project to the course and have the Administrator assignment require more than one site visit. Only 70 % of the class scored higher than 25 on this assignment. (01/01/2019)

% of Success for this SLO: 70

Faculty Assessment Leader: Monica Simon

ECC: CDEV 150:Survey of Children with Special Needs

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<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</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Fall 2018)</p> <p>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)</p> <p>Standard Met? : Standard Met</p> <p>HARLEY (Standard Met)</p> <p>N= 24 Students</p> <p>Score 100% – 11 students – 46% of class</p> <p>Score 88% - 5 students – 21% of class</p> <p>Score 75% - 6 students – 25% of class</p> <p>Score 63% - 2 students – 8% of class</p> <p>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> <hr/> <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</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)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Using exemplary websites to reaffirm this information for students. (06/03/2019)</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>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. (05/03/2016)</p> <p>Faculty Assessment Leader: Janet Young Faculty Contributing to Assessment: Paul Harley Semester and Year Assessment Conducted: 2018-19 (Fall 2018) Standard Met? : Standard Met Paul Harley - 93% correct answers (up 1% from the last assessment) Janet Young - 84% correct answers (up 3% from the last assessment)</p> <p>Students continue to do well on this SLO. One reason may be that students who take this class are either already in the field or plan to enter the field and are very interested in the topic. In addition, Professors Harley and Young have been teaching this class for many years, and Professor Harley worked in Special Education for the LAUSD until recently. (12/13/2018)</p> <p>% of Success for this SLO: 89 Faculty Assessment Leader: Janet Young Faculty Contributing to Assessment: Paul Harley</p>	<p>Action: Professor Young plans to follow Professor Harley's model of having guest speakers in class. Since Professor Young teaches this class online, she will use the conferencing feature in Canvas for presenters. (11/15/2018) Action Category: Teaching Strategies</p> <p>Follow-Up: In progress. Planning to do this as a Zoom meeting and record it so that students who cannot log it at the time of the presentation can view it later. (06/03/2019)</p>
	<p>Exam/Test/Quiz - Selected questions from exams from Professor Harley and Professor Young's classes were used for this assessment.</p> <p>Standard and Target for Success: 80% of students will score 80% or above on this assessment.</p>		

ECC: CDEV 165:Autism, ADHD, Physical and Health Impairments

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Universal Precautions - Demonstrate the use of universal precautions and describe when they should be implemented.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2018-19 (Fall 2018)</p> <p>Input Date: 05/24/2018</p> <p>Comments:: Course will be taught for the first time in FA2018</p>	<p>Essay/Written Assignment - The lesson was based on Universal Precautions during which I presented slides, looked at 3 sources of current research, showed a video. The students created and presented a song, poster or poem about universal precautions, watched a video related to using an Epi-pen and demonstrated the use of the Epi-pen using sample Epi-pens. Students completed a "Quick Write" about the use of universal precautions.</p> <p>Standard and Target for Success: 80% of students will score 2.5 or above on the scoring rub</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>N= 34</p> <p>M= Met, PM - Partially Met, DNM = Did Not Meet</p> <p>Described the purpose of Universal Precautions.</p> <p>M=27 (79%) PM= 7 (21%) DNM = 0</p> <p>(0%)</p> <p>Described when Universal Precautions should be utilized</p> <p>M= 31 (91%) PM=2 (6%)DNM= 1(3%)</p> <p>Cited at least 2 examples of Universal Precautions</p> <p>M= 22 (65%) PM=5 (15%) DNM=1</p> <p>(3%)</p> <p>Overall, students exceed the standard for this assessment. They were able to describe the purpose of Universal Precautions, describe when they should be used, and cite a minimum of 2 specific examples of universal precautions. The results indicated that 21% (7 students) partially met the standard for describing the purpose of the Universal Precautions so there is room for growth in this area.</p> <p>(11/01/2018)</p> <p>% of Success for this SLO: 85</p> <p>Faculty Assessment Leader: Kumi Smart</p>	<p>Action: The College/Department should purchase teaching materials and equipment that relate to children with special needs to enhance the lessons and information being presented in class. (12/13/2018)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: A proposal requested funds from Strong Workforce has been submitted. Hopefully, we can order materials for Fall 2019. (06/03/2019)</p>

ECC: EDUC 101:Introduction to the Field of Education

Course SLOs	Assessment Method Description	Results	Actions
<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), 2018-19 (Fall 2018) 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>Action: 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 Follow-Up: At the completion of one exercise each class session, two or three students would be called upon to verbally choose one (or the same) TPE and I would help them compose a couple of sentences relating the TPE to the evidence/exercise just completed. This appears to be helping students understand the concepts and the process. (04/16/2016)</p> <hr/> <p>Action: 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 Follow-Up: Each week I would call upon several different students to share with classmates where they were doing their observation, how many hours they had completed, and if they were having any problem I could help them resolve. This appears to</p>

Course SLOs	Assessment Method Description	Results	Actions
			<p>help in keeping them on track. (04/16/2016)</p> <p>Action: 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)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: At the beginning of each class I would use the Document Reader to present 'words of encouragement' and samples that were available for them to review both before and after each class session. (04/16/2016)</p>
	<p>Exam/Test/Quiz - To assess this SLO a course final will be given. This is to make sure that students understand both the educational and state requirements for the profession, as well as the various rewards and challenges that come with working in the field. The final will be mostly short answer response. The final is a significant portion of the student's grade in the class and will be graded based on percentages.</p> <p>Standard and Target for Success: It is expected that 75% of students should score 80% or above.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>The results of the assessment indicated that 38 students that took the final and the average score was an 86%. 79% of the students did achieve above 80% with only 8 students (21%) falling below 80%, but above the 75% mark. No students failed the exam, unless they did not take it (no shows were not factored into the assessment evaluation). The most important findings from the data is that some of the students are struggling with some of the acronyms in the field and further clarification of those will be given in class. (12/13/2018)</p> <p>% of Success for this SLO: 86</p> <p>Faculty Assessment Leader: Jamie Garvin</p> <p>Related Documents:</p> <p>EDU 101 Final Exam. J. Garvin.docx</p>	<p>Action: Further clarification of terminology used in the education, with a focus on acronyms used in the field will be emphasized. (11/15/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: In progress with positive results. (06/03/2019)</p>