



PLO Assessment Report - Four Column Report
El Camino College - BEHAVIORAL & SOCIAL SCIENCES DIVISION
El Camino: PLOs (BSS) - Childhood Education

PLOs	Assessment Methods & Standard and Rubric / Tasks	Results	Action & Follow-Up
El Camino: PLOs (BSS) - Childhood Education - PLO #4 Designing Environments for Children - Students design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all children PLO Assessment Cycle: 2013-14 (Spring 2014) Input Date: 07/05/2013 PLO Status: Active	Assessment Method Description: Students are observed weekly and formally evaluated by the Practicum Instructor and the Mentor Teacher at midterm and again at the end of the semester. Assessment Method: Field Work/Internship Standard and Rubric: 100% of students will score a 2, 3 or 4 on the rubric 80% will score a 3 or 4 on the rubric. Final Eval with Rubric is attached. Related Documents: PLO #4 - Final Ratings.docx	12/12/2012 - The scores from the mentor teacher and the practicum instructor were averaged for the categories relating to this PLO. 80% of students scores a 3 or 4 in in the following categories: 1. Activity plans are developmentally appropriate. 2. Activities are well-organized. 3. Activities provide choices for children. Students fell below the standard in the following two categories: 1. Activities demonstrate creativity and resourcefulness. 2. Activities encourage imagination and creativity. **Although not formally on the evaluation, several mentors mentioned that student teachers were not skilled at using transitions activities effectively. The practicum instructor observed this as well. Standard Met: No Semester of Current Assessment: 2012-13 (Fall 2012) Faculty Assessment Leader: Janet Young Courses Associated with PLO Assessment: CDEV 125, 126, 169	03/25/2013 - Develop a lecture and discussion in the practicum class on the importance of helping children develop their imaginations by presenting opportunities to participate in creative and imaginative activities. Explain the differences between creative art/art and creative movement and movement. Provide examples for each. Action Category: Teaching Strategies Follow-Up: 09/27/2013 - The lecture on creativity and imagination was refined and presented to the class. Examples of creative art v art and creative movement v movement were presented. Students were reminded to review their course portfolios prior to developing their lesson plans at their practicum sites. <hr/> 02/15/2013 - Discuss the issue of creativity with Childhood Education faculty and discuss ways to encourage students to be more innovative and creative with their activity plans. Action Category: Teaching Strategies Follow-Up: 02/14/2013 - ECC and Compton faculty met on flex day and discussed the issue of creativity. They plan to emphasize the need move past typical, common activities and to think more creatively when developing learning activities for children. The activity plan guidelines will be revised to elicit more creative ideas from students.

PLOs	Assessment Methods & Standard and Rubric / Tasks	Results	Action & Follow-Up																						
			<p>02/14/2013 - College should continue to support the Teacher Resource Room and the SuperTutor Program so that students can utilize the materials, equipment and services so they can research and develop creative and innovative activities for the children.</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: 09/01/2013 - CTEA funding for the SuperTutor program was awarded to the Department.</p> <hr/> <p>03/15/2012 - Develop a group activity on transitions. Explain transitions, provide examples, and then have students brainstorm ideas in groups. As each group reports out, create a "class list" of transitions and then email to all students.</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: 09/19/2013 - The group activity was presented and transitions activities were generated, class list was developed and emailed to the students.</p> <hr/>																						
	<p>Assessment Method Description: Describe the Planned Program SLO Assessment A 10-question, non-graded survey was developed based on the developmentally appropriate practices endorsed by the National Association for the Education of Young Children (NAEYC). The questions were designed to require high levels of critical thinking skills in order to determine if the concepts in child development were "developmentally appropriate", Developmentally Inappropriate. They were also given the opportunity to mark "Do Not Know." Students were given a scantron so they could record their answers.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Rubric:</p>	<p>10/02/2013 - N= 217 students</p> <table><tr><th>Question %</th><th>Correct</th></tr><tr><td>1.</td><td>87%</td></tr><tr><td>2.</td><td>95%</td></tr><tr><td>3.</td><td>94%</td></tr><tr><td>4.</td><td>98%</td></tr><tr><td>5.</td><td>86%</td></tr><tr><td>6.</td><td>94%</td></tr><tr><td>7.</td><td>97%</td></tr><tr><td>8.</td><td>74%</td></tr><tr><td>9.</td><td>96%</td></tr><tr><td>10.</td><td>88%</td></tr></table> <p>We seemed to have pretty high percentages, and we do not believe our quiz was “too easy.” The lowest percentages were 74%, 86%, and 87%.</p> <p>Comments/Feedback regarding these three questions is listed below.</p> <p>It appears as if our correct responses are quite high,</p>	Question %	Correct	1.	87%	2.	95%	3.	94%	4.	98%	5.	86%	6.	94%	7.	97%	8.	74%	9.	96%	10.	88%	<p>12/02/2014 - Ensuring the questions are clearly understood by all learners is vital. When this SLO is assessed in the future, we will have a box where students can indicate if they are an ESL student. If we track those particular answers, we might better be able to support their learning by emphasizing key terms, and making sure that tests and projects are clear for all learners.</p> <p>Action Category: SLO Assessment Process</p> <hr/>
Question %	Correct																								
1.	87%																								
2.	95%																								
3.	94%																								
4.	98%																								
5.	86%																								
6.	94%																								
7.	97%																								
8.	74%																								
9.	96%																								
10.	88%																								

PLOs	Assessment Methods & Standard and Rubric / Tasks	Results	Action & Follow-Up
	<p>It is expected that 80% of students will score 80% or above on each question.</p> <p>Related Documents: PLO #4 Assessment 10 Question Quiz.docx</p>	<p>indicating that we must be covering D.A.P. in our classroom lectures, discussions, readings, and/or assignments.</p> <p>Question Number 1 (87% correct): It is our experience that when the word “not” is used in quizzes/exams, that occasionally ESL learners do not answer these questions correctly. They often come up to my teacher desk to ask me to clarify the “not” questions. Maybe we should have reworded it. Also, the question might have been interpreted as correct by some students who understood the question to mean that you do not point out children and their differences (ie: different culture) which might make them feel awkward.</p> <p>Question Number 5 (86% correct): This answer might be influenced by cultural variations. Whether or not babies should be separated from each other might be determined by one’s cultural background.</p> <p>Question Number 8 (74% correct) I think the word “theoretical” here might have lead some students to believe that since theory is involved, that it must be a “correct” answer. It also includes a statement about meeting the “developmental milestones” which might lead a student to believe that the answer is true/correct because we address this topic in classes. It also is worded that a child should not fall behind, which students might support.</p> <p>We believed this assessment was valid in spite of some potential cultural influences for two of the questions. The high percentages of correct answers indicates that we are collectively successful teaching the subject matter regarding D. A.P. (Developmentally Appropriate Curriculum) in our classes.</p> <p>We are not sure if allowing students to choose "Don't Know" was appropriate. We did not have a way to capture the difference between those who answered incorrectly and those who listed I don't know as the answer.</p> <p>Standard Met: No</p> <p>Semester of Current Assessment: 2011-12 (Spring 2012)</p> <p>Faculty Assessment Leader: Susan Baxter</p> <p>Faculty Contributing to Assessment: Michelle Moen, Jennifer Montgomery, Janet Young, Paul Harley, Alec Colchico, Jocelyn Tucker</p> <p>Courses Associated with PLO Assessment: CDEV 108, 112, 114, 116, 118, 125, 126, 169</p>	<p>12/02/2013 - Contact the Faculty Development Committee and recommend that they provide workshops on strategies for assisting ESL students int he classroom.</p> <p>Action Category: Program/College Support</p> <hr/> <p>12/02/2013 - Contact the Learning Resource Center to find out the types of resources available specifically to ESL students.</p> <p>Action Category: Program/College Support</p> <hr/> <p>10/02/2013 - The department will discuss the results and will integrate each of these concepts into their lectures and activities more thoroughly.</p> <p>Action Category: Teaching Strategies</p> <hr/>

PLOs	Assessment Methods & Standard and Rubric / Tasks	Results	Action & Follow-Up
	<p>Assessment Method Description: Two assessment methods will be used. A 20-question survey and the results from the evaluations of Children's Day and Story Hour.</p> <p>Assessment Method: Multiple Assessments</p> <p>Standard and Rubric: 80% of students will score 80% or above on each measure.</p> <p>Related Documents: PLO#4 Student Survey Spring 2014.doc PLO #4 Childrens Day Assignmnet.docx </p>	<p>09/09/2014 - 1. A total of 24 students participated in Story Hour or Children's Day the assignment was 100 points and the average was 85%. Most deductions were due to the assignment write up, not the activity. The standard of 85% was clearly met.</p> <p>2. Faculty developed a 20-question survey for students. The survey was administered at the end of the Spring semester. The analysis for the PLO is quite extensive and is attached. It reflects the professor's comments and discussions of the main findings that led to our action plan. N= 247 students.</p> <p>NOTE: Based on our last assessment, we removed the terms "not" from the survey questions as much as possible as we believed them to be confusing (especially for ESL students) and removed the option of "don't know" as an answer as we felt this did not provide us with accurate information.</p> <p>Standard Met: No</p> <p>Semester of Current Assessment: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Janet Young</p> <p>Faculty Contributing to Assessment: Susan Baxter and Michelle Moen</p> <p>Courses Associated with PLO Assessment: CDEV 104, 108, 112, 114, 115, 117, 119, 125, 126, 131, 169</p> <p>Related Documents: PLO #4 SP 2014 Data Analysis.docx </p>	<p>12/11/2018 - When this PLO is assessed again, limit the respondents to students who have completed a certain amount of units (12-15-18)? This seems more fair and would give us cleaner data overall when this is assessed again.</p> <hr/> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>08/01/2017 - Restore the Child Development Center as an ECC Lab School</p> <hr/> <p>Action Category: Program/College Support</p> <hr/> <p>08/25/2016 - Develop Department Philosophy Statements on Key Topics such as Media, School Readiness, Spanking, TV, Brain Development</p> <hr/> <p>Action Category: Teaching Strategies</p> <hr/> <p>12/12/2014 - Integrate the terms and examples of Developmentally Appropriate Practices (DAP) and Inappropriate Practices (DIP) in classes in a more "intentional" manner.</p> <hr/> <p>Action Category: Teaching Strategies</p> <hr/> <p>12/01/2014 - Secure Funding for SuperTutors from the College</p> <hr/> <p>Action Category: Program/College Support</p> <hr/> <p>12/01/2014 - Develop "Important Terms" Check List</p> <hr/> <p>Action Category: Teaching Strategies</p> <hr/> <p>10/15/2014 - Meet with PACE Site Supervisor to develop a working relationships with PACE as observation</p>

PLOs	Assessment Methods & Standard and Rubric / Tasks	Results	Action & Follow-Up
			<p>and practicum site to allow students much needed practical experiences.</p> <p>Action Category: Program/College Support</p>



PLO Assessment Report - Four Column Report
El Camino College - BEHAVIORAL & SOCIAL SCIENCES DIVISION
El Camino: PLOs (BSS) - Economics

PLOs	Assessment Methods & Standard and Rubric / Tasks	Results	Action & Follow-Up
<p>El Camino: PLOs (BSS) - Economics - PLO #1 Basic Understanding of Economics - Upon successful completion of the Economics major, students will achieve a basic understanding of markets, economic institutions and the global economy.</p> <p>PLO Assessment Cycle: 2013-14 (Spring 2014)</p> <p>Input Date: 07/01/2013</p> <p>PLO Status: Active</p>	<p>Assessment Method Description: Using the appropriate economic models, explain either (1) how wages are determined, the economic importance of those wages, and the consequences of unionization and government interference with the wage or (2) how interest rates are determined, the economic importance of those interest rates and the consequence of the government interfering with the interest rates</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Rubric: It is expected that 70% of students will score 65% or above on this PLO.</p>	<p>09/15/2014 - 65% of the 37 students scored 65% or higher. Where 6 or 37 scored 90% or better and 4 of 37 scored between 80% and 89%, and 14 of 37 between 65% and 79% and 13/37 scored less than 65%.</p> <p>Standard Met: No</p> <p>Semester of Current Assessment: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Minehiro Inouye</p> <p>Faculty Contributing to Assessment: Minehiro Inouye</p> <p>Courses Associated with PLO Assessment: ECON 1, 2 and 5</p>	<p>03/31/2015 - I am planning on changing how the PLO assessment. I will probably use an earlier exam for the assessment, rather than the last exam</p> <p>Action Category: SLO/PLO Assessment Process</p>



PLO Assessment Report - Four Column Report
El Camino College - BEHAVIORAL & SOCIAL SCIENCES DIVISION
El Camino: PLOs (BSS) - Political Science

PLOs	Assessment Methods & Standard and Rubric / Tasks	Results	Action & Follow-Up
<p>El Camino: PLOs (BSS) - Political Science - PLO #1 Contemporary Issues - Upon completion of their course of study in the Political Science Department, students will be able to identify and explain major economic, political, social, cultural and historical themes underlying contemporary issues in the policymaking process.</p> <p>PLO Assessment Cycle: 2013-14 (Spring 2014)</p> <p>Input Date: 10/04/2013</p> <p>PLO Status: Active</p>	<p>Assessment Method Description: A 10 question multiple choice exam was given to students covering the different subfields within the discipline. It included material from Comparative Politics, International Relations, Political Philosophy, and Civil Rights and Liberties.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Rubric: It is expected that 75% of the students will score 70% or above on this SLO.</p>	<p>09/12/2014 - Data analysis reveals that overall our results were mixed. 5 sections were used as a sample; 2 sections of Poli 10 (International Politics), and 1 section each for Poli 2 (Comparative Politics), Poli 6 (Civil Liberties and Rights), and Poli 7 (Political Philosophy). There were a total of 43 students, given that only students who had taken 2 or more Political Science course participated in the assessment.</p> <p>When analyzed, the combined data from all sections shows that students met the standards responding to 6 of the 10 questions (77%), were close to meeting the standards in 2 of the 10 questions (65%), and fell short in the remaining 2 (52%).</p> <p>However, when doing an individual analysis of each section that was assessed there are some interesting findings that will have implications next time this PLO is assessed. In particular Poli 10 and 7 showed superior mastery of the subject, with 100% and 90% reaching the target for success in both of those sections. In Poli 2 and 6 the results were a little different and close to the overall findings when all sections were analyzed. From discussions among colleagues in our department the issue came on 2 points. First of all, the sample was based on students who took 2 or more Political Science courses, we might consider changing that next time to having taken 3 or more courses, given that 2 or more are not necessarily an indication that students are majoring in the discipline. And second, where results for success were better (Poli 7 and 10) typically students taking those courses are likely to be Pol Sci majors.</p> <p>Also, future consideration when assessing this PLO again, might be to possibly change some of the questions, although first we will explore the variable that will determine the sample size (from having taken 2, to having taken 3 courses in Political Science).</p> <p>Standard Met: Yes</p> <p>Semester of Current Assessment: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Eduardo Munoz</p> <p>Faculty Contributing to Assessment: Laurie Houske, Ellen Antoine, Lance Widman, Eduardo Munoz</p>	<p>03/31/2016 - Department Faculty will continue to collaborate in sharing teaching strategies especially pertaining to the areas where the percentages of student success on a particular question was low. Every effort possible will be made to assess again and follow up (even before this PLO is scheduled to be reassessed) when the 4 areas are covered in the same semester (Political Philosophy has not begun to be offered regularly and it might now be taught in the same semester as the other courses used as part of this assessment are).</p> <p>Action Category: Teaching Strategies</p>

PLOs	Assessment Methods & Standard and Rubric / Tasks	Results	Action & Follow-Up
		Courses Associated with PLO Assessment: Political Science 1, 2, 6, 7, and 10 Related Documents: PLO 1 Spring 2014 Assessment.doc	