

Assessment: Course Four Column

FALL 2016



El Camino: Course SLOs (BSS) - Childhood Education

ECC: CDEV 103:Child Growth and Development

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Major Theoretical Frameworks - Identify and compare major theoretical frameworks, such as Piaget, Vygotsky, Erikson, Maslow, and Bronfenbrenner, as related to the study of human development.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 10/19/2013 Inactive Date: Comments:</p>	<p>Multiple Assessments - Multiple Choice Test, Autobiography, Preschool Observation and In-Class Activities.</p> <p>Standard and Target for Success: 85% of students will score 85% or above.</p> <p>Additional Information:</p> <p>Related Documents: Baby Book Activity.doc Preoperational Thought in Your Life.doc Autobiography Project.doc Preschool Observation Instructions.doc</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Standard Met? : Standard Not Met</p> <p>The last time this SLO was assessed the emphasis was placed on Piaget's cognitive theory. At the time we surmised that although students could identify Piaget's theory, they did not score well on the basic components or terms associated as the correct answers ranged from 38% to 67% for these questions. We determined that more class time and more emphasis needed to be place on these areas of the theory.</p> <p>For this assessment, we added Bronfenbrenner, Vygotsky, Erikson, and Maslow.</p> <p>PIAGET: The strategy for increasing students' understanding of Piaget was successful as over 85% of students were able to identify Piaget's theory and correctly identify the major components. Some of this success can be attributed to group work such as the "Baby Book Activity" in which students are required to write narratives about a "child" in each of the six substages of the Sensori-motor stage. (See attached.)</p> <p>ERIKSON: 87% of students demonstrated that they clearly understand and have a working knowledge of Erikson's</p>	<p>Action: Develop an in class group activity for Bronfenbrenner's Theory (08/23/2015) Action Category: Teaching Strategies</p> <p>Follow-Up: Group activities and handouts based on Bronfenbrenner's Theory were collected from faculty. These materials were emailed to all faculty who teach this course. Faculty has commented that the information was helpful and that they either used the materials as presented or revised them to fit their class. Response has been positive and faculty felt they were doing a better job of presenting this theory. We are hoping the scores will improve for the next assessment. (10/26/2015)</p> <p>Action: Develop an activity or project that focuses on Vygotsky's Theory that may include You-Tube examples of scaffolding or missed opportunities for scaffolding.</p>

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		<p>theory of psychosocial development. Erikson's theory is presented in the textbook (in context) for all age groups. Faculty believe they cover this theory extensively in class and that they have developed class activities and projects to reinforce the concepts. (Autobiography Project attached.)</p> <p>BRONFENBRENNER: Students scored between 32% and 60% for correct answers on this portion of the assessment demonstrating that this needs to be an area of focus for faculty.</p> <p>VYGOTSKY: Students scored between 24% and 44% for correct answers on this portion of the assessment demonstrating that this needs to be an area of focus for faculty. In the Preschool Observation, 55% of students were not able to identify and correctly explain scaffolding or missed opportunities for scaffolding.</p> <p>MASLOW: Maslow's Hierachy of Needs is presented by some faculty, but not others and was not included in this assessment. Maslow is not included in some of the textbooks, so inclusion of the theory must be done through handouts or other auxillary information. (02/16/2014)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Janet Young Faculty Contributing to Assessment: Michelle Moen</p>	<p>(01/08/2015) Action Category: Teaching Strategies Follow-Up: In preparation for this activity I researched videos on YouTube and found that there were many videos available but that the quality was very poor. In retrospect I do not think students will be able to discern the good examples from the poor examples via YouTube as this is a complex concept that students have a hard time understanding. We will continue to search for good examples to present to students in class. This activity will NOT include students looking for examples on YouTube. (04/26/2015) Follow-Up: In a discussion about this action item, it was recommended that an activity be developed for the online CDEV 103 classes in which students search the Internet for appropriate video clips that could be integrated into the classes. Once submitted, the faculty will view them and select the best ones for use in the classroom. This will be piloted in the summer. (02/05/2015)</p> <hr/> <p>Action: Add Maslow to the SLO Statement (08/23/2014) Action Category: SLO Assessment Process Follow-Up: Maslow has been added to the SLO statement.</p>

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			(02/23/2015) Action: Develop a common handout and activity for Maslow's Theory (08/23/2014) Action Category: Teaching Strategies Follow-Up: Websites that feature Maslow's Hierarchy of Need Pyramid were distributed to faculty who teach CDEV 103 to be used in class. This includes a website that has a printable pyramid that can be used as a class assignment. (01/15/2015)
	Exam/Test/Quiz - A 10-Question Non-Graded quiz was developed. Standard and Target for Success: Students will score 70% or above on each questions Additional Information:	Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Not Met Quiz Questions and Percentages of Correct Answers 1. Piaget's theory is based on which area of development? (82%) 2. The terms "scaffolding" and "zone of proximal development" are terms associated with which theory? (53%) 3. Sensorimotor, Preoperational, Concrete Operations, and Formal Operations are part of whose theory? (68%) 4. "Trust v. Mistrust" and Autonomy V. Shame and Doubt are part of which theory? (94%) 5. The theory that states development is part of a larger system that includes the Macrosystem, Exosystem, Microsystem, and Mesosystem is associated with which theorist? (48%) 6. Which theorist emphasizes how cognitive development proceeds as a result of social interactions between members of a culture? (26%) 7. If a child is in the sensorimotor stage of development, how old would he be? (46%) 8. An adolescent (12-20 years of age) would be in which of Erikson's stages of Psychosocial Development? (82%)	Action: Revise the SLO assessment to serve as a better and more fair assessment for students. (04/15/2018) Action Category: Teaching Strategies Action: Develop a common chart for each of the theorists and show the chart each time the theorist is presented/discussed with each age group (Infants/Toddlers, Preschool, School-Age, Adolescents to reinforce the concepts. (04/15/2018) Action Category: Teaching Strategies Action: Develop an in-class assignment for Bronfenbrenner that includes group work to reinforce the topics. (04/15/2018) Action Category: Teaching Strategies

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		<p>9. Which of the following is associated with Maslow's Theory? (66%)</p> <p>10. The term "schemata" or "scheme" relating to how young children begin to make sense of their world is part of which theory? (39%)</p> <p>Students did well with Piaget's theories overall. They also scored well with Erikson. The consensus was that the autobiography where they apply Erikson's stages to their own growth and development is working.</p> <p>Students scored very low with Bronfrenbrenner. Although disappointing this is not surprising as this theory is only discussed early in the semester and has terminology that is not common to child development.</p> <p>It was also determined that some of the questions should be reworded to include the name of the theorist in the question and the terms in the answer for clarity.</p> <p>Another consideration is that most students in CDEV 103 are general education students and don't share the same amount of interest or passion in the subject as child development majors. Finally, theory is difficult, abstract, and very new to most students. None of this is an excuse for the low scores. They merely serve as an impetus to improve teaching and learning for all students.</p> <p>(12/13/2016)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Janet Young Faculty Contributing to Assessment: Michelle Moen, Cynthia Cervantes, and Jancie Jefferis</p>	
<p>SLO #2 Milestones - Describe major developmental milestones and typical characteristics for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.</p> <p>Course SLO Status: Active</p>	<p>Exam/Test/Quiz - Multiple choice exams throughout the semester. Selected questions imbedded in the exam.</p> <p>Standard and Target for Success: 70 of students will score 70% or above on these questions</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>This data was compared to data from this same assessment conducted in 2001. (See attached.) Modest improvements were made in each category except for Question#5 related to Piaget's Theory of Cognitive Development.</p>	<p>Action: Meet with part-time faculty to further discuss the results of this assessment and share lecture ideas and group activities that emphasize Piaget's Theory of Cognitive Development. (02/29/2016)</p>

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<p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 10/19/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Additional Information: Since this is a general education course, this target seems realistic.</p>	<p>In 2001, students did not meet the standard for 10 questions. In 2015, students met the standard in 7 questions. In 2015, students improved their scores on 14 questions. This shows that there is still work to be done to bring the success rate up to 70% for all 15 questions. Overall, the weak area seems to be Piaget's Theory.</p> <p>It is important to note that only one full-time instructor taught this courses during this assessment cycle. It shows a need for consistency across courses and more communication among faculty. (02/02/2016)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Janet Young Faculty Contributing to Assessment: Shireetha Gethers, Janice Jefferis, and Paul Harley Related Documents: CDEV 103 SLO #2 Milestones Key.docx</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met 75% % or above on this SLO. (02/28/2015) % of Success for this SLO: Faculty Assessment Leader: Janet Young Faculty Contributing to Assessment: Jennifer Montgomery, Susan Baxter Related Documents: CDEV 103 Fall 2015 SLO #2 Milestones Assessment and Data.pdf</p>	<p>Action Category: Teaching Strategies</p> <p>Follow-Up: A formal meeting did not take place, but the information was emailed to all faculty who teach this class. Although there is still work to be done, scores are improving for this SLO. (02/25/2016)</p> <hr/> <p>Action: Provide all faculty members who teach CDEV 103 with the assessment criteria each semester so they are aware of the department's expectations that these concepts be covered thoroughly in class. (02/08/2016) Action Category: Program/College Support</p>
<p>SLO #3 Research Methodologies - Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 10/19/2013</p>	<p>Survey/Focus Group - Seven sections of CDEV 103 were assessed using an 8-question ungraded survey. (Survey is attached.) Standard and Target for Success: 75% of students will get each question correct. Additional Information: JY: Since this is an intro class, the standard is</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Not Met 188 students were surveyed. The scores for correct answers ranged from 32 to 76% as follows; Q 1 =55% Q 2 = 73% Q 3 50% Q 4 66% Q 5 28 Q 6 76% Q 7 4% Q 8 32% The target was met for only 1 question - #6. This results were surprisingly low and shows the need for</p>	<p>Action: Ask faculty to include these 8 questions in their exams, tally the results, and forward them to the assessment leader so that a separate assessment mechanism does not need to be used. This will streamline the process. (05/07/2015) Action Category: SLO/PLO Assessment Process</p>

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Inactive Date: Comments::	<p>lower than for more advanced CDEV classes.</p> <p>Related Documents: CDEV 103 SLO #3 Survey and Key Fall 2014.docx</p>	<p>more direct instruction and reinforcement of these concepts. (See attached for results and graph.) (02/07/2015)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Janet Young Faculty Contributing to Assessment: S. Gethers, C. Pacheco, J. Montgomery, T. Shaw. Related Documents: CDEV 103 SLO #3 Survey Fall 2014 Results.docx</p>	<p>Follow-Up: These questions and the key was distributed to all faculty members who teach this course. (03/22/2015)</p> <hr/> <p>Action: Distribute results of this survey to all CDEV 103 instructors. Ask instructors to share ways in which they present these concepts to their classes to share ideas and develop best practices or to reflect on ways in which they can reinforce these concepts on their own. (05/07/2015) Action Category: Teaching Strategies</p> <p>Follow-Up: The results from the SLO Assessment were sent to all faculty members for their review. Faculty have asked that, in the future, they be given the individual results for their classes so they can better assess and adjust their teaching to enhance student learning. (03/22/2016)</p>

ECC: CDEV 104:The Home, The School, The Community

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO # 1 Family Support Services - Critically assess community support services and agencies that are available to community and families.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 10/19/2013 Inactive Date: Comments::</p>	<p>Multiple Assessments - In groups, students research and write a report that critically assesses three (3) or four (4) [depending on number of students in the group] community services and agencies available to the community and families. Students then present their findings and their critical assessment of each agency to the class. (See attached project instructions handout used as the assessment instrument). Standard and Target for Success: It is expected that 80% of students will score 150 points or above on this SLO. (See attached rubric). Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met In both course sections, the target for success rate of 80% for this SLO was met. With 84% of students (38 out of 45 students) in Ms. Wilson's class and 97 % (41 out of 42 students) in Ms. Jefferis's class scored 150 or more points out of a possible 200 points. Overall, students did well on the Presentation, Handout, Evaluation, and Attendance portions of this assessment. Data shows almost all students earned full points for the presentation portion, successfully demonstrated their knowledge about their topic and resources, and effectively communicated their critical evaluation of their resources. In fact, many students openly shared personal experiences with their resources, showing a deeper connection to their research.</p> <p>The area that provided the most challenges to students was the research report component of this assessment. The assessment analyzes 5 components: 1) students ability to research a topic and support it with data, 2) provide agency contact information, 3) critically assess each agency by weighing its pros and cons, 4) reflect on social issues related to topic and ideas for improvement, and 5) grammar and APA format. In Ms. Wilson's class, the three (3) components that students struggled with the most were: being able to support research with data, critically assess agencies by weighing pros and cons, and APA format. In Ms. Jefferis's class students struggled most with were critically assessing each agency by weighing its pros and cons and reflecting on social issues related to topic and ideas for improvement.</p> <p>The report section of this assignment requires students to practice reading comprehension skills, analyze what they are reading and make a conclusion about it. In Ms. Wilson's class, simply looking at this section of the SLO data alone</p>	<p>Action: Provide practice in inquiry-based writing, dialogue, and critical thinking should be facilitated by the instructor in order to provide ongoing guidance for reflective practice. (09/21/2017) Action Category: Teaching Strategies</p> <hr/> <p>Action: Expose students to several journal articles and other professional styles of writing before this assessment is given. (09/21/2017) Action Category: Teaching Strategies</p>

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		<p>might suggest that students lack reading comprehension or the ability to reason and analyze what they read, however, when looking at the report data along side the scores for the verbal (presentation) part of this assessment, it shows that students CAN demonstrate their knowledge on the topic and discuss their evaluation of agencies VERBALLY, but struggle with doing so in their writing. This suggests that students need stronger writing skills to be effectively assessed with the assessment tool designed for this SLO. The data shows that students are struggling with being able to express their thoughts and ideas in their writing, and need to strengthen writing skills that involve research and citing sources.</p> <p>A meaningful and valid critical assessment of anything, no matter what the field of study, is built upon research. Students must perform some research in order to critically assess community support services/agencies required by this SLO. Students should have a basic knowledge of how to use their research to support their writing, and understand how to correctly cite it. This is a critical skill needed for successful student learning outcomes for SLO #1 in CDEV 104. If it is an expectation for students to develop meaningful and valid critical assessments in this course, then an examination of how students are being prepared for this course is needed. See Action Plan section for further details. Specifically, emphasis in training or education in citing sources and writing academic papers using APA format must be reinforced in the curriculum in order to ensure format consistency across all courses.</p> <p>This SLO emulates what many professionals in the field of Early Childhood Education do: reflect and develop an opinion about services/agencies available to families in need based on sound research. This is extremely important in that the information from this SLO can be used in the field and students in their future practice must be able to explain their opinion of a service/agency to a family in need based on sound research. Also, they must be able to share this information in a logical and professional manner with</p>	

Course SLOs	Assessment Method Description	Results	Actions
		<p>other professionals in their field and should practice this at an early stage in their education and professional career. (01/28/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Brittany Wilson and Janice Jefferis</p> <p>Faculty Contributing to Assessment: Brittany Wilson and Janice Jefferis</p> <p>Related Documents:</p> <p>Community Resource File_CDEV104_Fall2015.pdf</p> <p>Copy of SLOEVALwrkst_CDEV104_Fall2015-2.xlsx</p> <p>Community Resource File Rubric_CDEV104_Fall2015.pdf</p>	
<p>SLO #2 Analyzing Values - Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 10/19/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Survey/Focus Group - A survey was created asking students to rate their overall feelings of the course, projects, and class experiences related to SLO #2 - Analyzing Values: Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families. See assessment instrument attached as related document.</p> <p>Standard and Target for Success: It is expected that 85% of students will rate at least a number 4 (somewhat agree) on each question of the survey.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>The target for success was met for all questions of the survey. It was expected that 85% of students would rate at least a 4 (somewhat agree) on each question of the survey, and the results found that for most questions 90% or above of students rated 4 (somewhat agree) or 5 (completely agree). These results show that students are benefiting from class projects and activities, helping them to achieve student learning outcome number 2, analyzing their values, goals and sense of self as related to family history and life experiences.</p> <p>A pattern observed was a higher percentage of students felt they somewhat agreed (a rating of 4) or somewhat agreed (a rating of 5) on questions related to family history and life experiences, while a slightly lower percentage of students felt the same way on questions related to values, goals and sense of self. This can be observed while looking at the data for question number 7. This lower percentage can be seen in both the individual section data and combined sections data. This question pertains to written assignments asking students to be reflective about what they have learned and about his or her self: for section 2167 the Reflective Journal and section 2165 the Reflections. It is speculated that the lower percentage is attributed to students' confidence in</p>	<p>Action: Support for written assignments (journals/reflections) will be promoted through class presentations offered by the Writing Center and/or the Reading Success Center. (12/15/2017)</p> <p>Action Category: Program/College Support</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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their writing and reflecting skills.

(02/08/2017)

% of Success for this SLO:

Faculty Assessment Leader: Cynthia Cervantes

Faculty Contributing to Assessment: Brittany Wilson

Related Documents:

[CDEV 104 SLO #2 Class Survey.pdf](#)

[CDEV 104 SLO #2 Survey Results Charts.pdf](#)

[FreedomWritersJournal_CDEV 104_FA2016.pdf](#)

[Home In A Bag_CDEV 104.pdf](#)

[Identity Poster.pdf](#)

SLO #3 Impact of Communities upon

Families - Assess the impact of educational, political, and socioeconomic factors on children and families by identifying effective strategies that empower families in children's development.

Course SLO Status: Active

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

Input Date: 10/19/2013

Inactive Date:

Comments::

ECC: CDEV 107:Infant/Toddler Development

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Biological and Environmental Factors - Demonstrate knowledge of biological and environmental factors that influence preconception and prenatal health and development.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2017-18 (Fall 2017) Input Date: 11/10/2015 Inactive Date: Comments::</p>			
<p>SLO #2 Connecting Behaviors - Connect observed behaviors of children birth through 36 months to developmental concepts and theories in the physical, cognitive, language, social, and emotional domains.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/10/2015 Inactive Date: Comments::</p>	<p>Case Study - Baby Day Activity. Students observe real children in class, select one child and conduct a case study on that child in relation to physical, social/emotional/ and cognitive development and write a report outlining their findings.</p> <p>Standard and Target for Success: 80% of students will earn an overall score of 80% or above on this assignment.</p> <p>Additional Information:</p> <p>Related Documents: infantobservation.doc</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Not Met DATA: Baby Day Case Study Assignment N = 37</p> <p>Overall 79.5% students scored 80% or above on this assignment, nearly meeting the target for this assessment. The areas in which students missed points are as follows:</p> <p>Physical Development: Locomotion Six (6) students misinterpreted this term and thought it is only related to walking and did not include crawling or scooting. Students did not use the term "locomotion" in their analysis.</p> <p>Cognitive Development: Piaget Fourteen (14) Students did not make the connection between the behavior and stage. They did not use the name of the stage or the terminology associated with the stage.</p> <p>Language Development: Stages of Language Nine (9) students did not use the name and terminology related to the stage and did not provide appropriate examples.</p>	<p>Action: Open a pedagogically sound Child Development Lab School on campus that will allow students to see their activity plans put into practice with children and that will allow them to gain first-hand experience observing and interacting with children. (07/01/2018) Action Category: Program/College Support</p> <hr/> <p>Action: Spend more class time differentiation between sensory/perception skills and sensori-motor development. (10/12/2016) Action Category: Teaching Strategies</p> <hr/> <p>Action: Conduct a class discussion using the "Baby Pod" strategy used in CDEV 103 in which students who have observed the same child meet to discuss their observation prior to writing up</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Social Emotional Domains: Interaction All students were successful in this area.</p> <p>Summary Eight (8) students did not successfully interpret the behavior and did not clearly state if the child met/did not meet the development norms in each domain and or did not provide specific examples to support their conclusions. Students did not separate the domains in the summary but instead provided a one paragraph overview.</p> <p>ANALYSIS: Reason for not meeting the target seems to be two-fold:</p> <p>1. Piaget's Theory. This theory is complex and students find the nomenclature associated with the stages confusing. They are having a difficult time connecting the behaviors they are observing with the theory and clearly explaining if the child has met/not met the developmental norms.</p> <p>2. Language Development. This observation takes place before the topic of language development is covered in class. The timing is not working. Students do not have enough background or information to understand the behaviors associated with this domain.</p> <p>(02/04/2016) % of Success for this SLO: Faculty Assessment Leader: Jennifer Montgomery Faculty Contributing to Assessment:</p>	<p>their reports. (09/29/2016) Action Category: Teaching Strategies</p> <hr/> <p>Action: Reschedule Baby Day so it happens after the section on language development. (08/05/2016) Action Category: Teaching Strategies Follow-Up: The date has been changed and is reflected in the syllabus. (04/21/2016)</p>
SLO #3 Contextual Influences - Analyze the multiple contextual influences of infant/toddler development including diverse family practices and environments.	Essay/Written Assignment - Three essay questions, that were part of the final exam, were developed. Standard and Target for Success: It	Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Not Met The standard for this assessment was partial met. Students successfully outlined the important concepts in two of the	Action: Reinforce the concepts relating to children with special needs during chapter review. (11/15/2018) Action Category: Teaching

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Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 11/10/2015 Inactive Date: Comments::	<p>is expected that 80% of students will score 80% or above on all three questions.</p> <p>Additional Information:</p>	<p>three questions.</p> <p>65% Correct Q1. When thinking about communicating with and supporting parents, what additional issues may be present with a parent whose child has a disability or special need?</p> <p>ANALYSIS: The issues related to typically developing children are the focus of this class. In each chapter review, issues related to children with special needs is covered, but I have not reinforced the concepts related to infants/toddlers with special needs. Only 35% of students are picking up on these concepts through independent reading. This is a logical cause for the low scores on this question.</p> <p>94% Correct Q2. Suppose you work with someone from a culture different from your own who has very different ideas about child rearing and child care. What steps would you take to open up communication between the two of you.</p> <p>ANALYSIS: The concept of culture is reinforced throughout the class, there is a component of the observation that covers culture and it is also presented in the textbook. This reinforcement throughout the class is leading to students developing a clear understanding of this concept well as the ability to articulate it.</p> <p>83% Correct Q3. What are some ways to make parents feel comfortable during a conference with their child's caregiver?</p> <p>ANALYSIS: Developing and maintaining relationships with families is reinforced throughout the class. Students demonstrated that they are aware of the strategies for communicating effectively and were able to articulate them. Their answers showed that they had internalized the important concepts relating to working with families.</p>	<p>Strategies</p>

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(12/19/2016)

% of Success for this SLO:

Faculty Assessment Leader: Jennifer Montgomery

Faculty Contributing to Assessment:

ECC: CDEV 110:Child Health and Safety

Course SLOs	Assessment Method Description	Results	Actions																																								
<p>SLO #1 Health Risks - Identify health, safety, and environmental risks in children’s programs.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 10/19/2013</p> <p>Inactive Date:</p> <p>Comments::</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 identify health, safety, and environmental risks in children’s programs. The survey lists 15 questions (11 true/false questions and 4 multiple choice questions) which focused on identifying health, safety, and environmental risks in children’s programs.</p> <p>Note attached SLO #1 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 11 out of 15 points (70%) or above on this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Thirty two (32) students took the SLO quiz. The class average was 14.1 out of 15 points, or approximately 94%. Many of the questions were taken from a test bank. There was 1 question which seemed to be slightly difficult for the students (# 13). For this particular questions, 25% of the class marked incorrect answers. We reviewed all of the answers after the quiz was administered. The topic of question #13 was Universal infection control precautions. This topic was addressed a few times during the semester, but evidently it wasn’t reinforced enough times. I believe we talked about the procedures several times, but maybe didn’t use the terminology “Universal infection control precautions” which might have made the question challenging. The students scored extremely high on most all of the remaining questions, which met instructor expectations (the Target for Success).</p> <table><tr><td>Question #</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td></td><td></td><td></td><td></td></tr><tr><td>Percentage of Correct Responses</td><td>91</td><td>88</td><td>94</td><td>94</td></tr><tr><td>97</td><td>100</td><td>100</td><td>100</td><td>100</td></tr><tr><td>100</td><td>97</td><td>100</td><td>75</td><td>97</td></tr><tr><td>97</td><td></td><td></td><td></td><td></td></tr></table> <p>(01/13/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Michelle Moen</p> <p>Faculty Contributing to Assessment:</p>	Question #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15					Percentage of Correct Responses	91	88	94	94	97	100	100	100	100	100	97	100	75	97	97					<p>Action: I will try to use the exact term “Universal Infection Control Precautions/Measures” more frequently. (05/05/2016)</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, identification, and/or discussion of possible health, safety, and environmental risks in preschools. (01/13/2016)</p> <p>Action Category: Program/College Support</p>
Question #	1	2	3	4																																							
5	6	7	8	9																																							
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97																																											
<p>SLO #2 Regulations - Evaluate regulations, standards, policies and</p>	<p>Exam/Test/Quiz - After reading the textbook, participating in class</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Fall</p>	<p>Action: Weekly review of previous</p>																																								

Course SLOs	Assessment Method Description	Results	Actions
<p>procedures related to health, safety, and nutrition in support of young children, teachers and families</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 10/19/2013 Inactive Date: Comments::</p>	<p>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 relating to children's health, safety, and nutrition. The survey lists 12 true/false and 13 multiple choice questions which focused on evaluating regulations, standards, policies and procedures.</p> <p>Standard and Target for Success: It was expected that 80% of students would score 80% or above on this SLO. The class average was expected to be 80%.</p> <p>Additional Information: Related Documents: SLO#2_ Quiz CDEV 110_MM_Fall.2013.pdf</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 relating to children's health, safety, and nutrition. The survey lists 12 true/false and 13 multiple choice questions which focused on</p>	<p>2013) Standard Met? : Standard Not Met Twenty nine (29) students took the SLO quiz. The class average was 21 out of 29 points, or approximately 73%. Many of the questions were taken from a test bank. There were 4 questions which seemed to be very difficult for the students (# 12, 13, 15, and 24). For those particular questions, at least half of the class marked incorrect answers. We reviewed all of the answers after the quiz was administered. Two of these questions related to California State Licensing, which was addressed in class, but not regularly. If a student missed that particular class, they might not have known the answer to those questions. One of the questions (#15, taken from a test bank), was very confusing to most every student. If this particular SLO quiz will be administered in the future, some of the questions should be reworded. The students scored extremely high on most all of the remaining questions, which met (actually succeeded) instructor expectations.</p> <p>See attached table of Percentages of Correct Responses below. (02/06/2014) % of Success for this SLO: Faculty Assessment Leader: Michelle Moen Faculty Contributing to Assessment: Hoa Pham (Compton Center) Related Documents: CDEV 110 Percentages of Correct Responses MM.docx</p> <p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met Thirty one (31) students took the SLO quiz. The class average was 20.4 out of 25 points, or 81.6%. Many of the questions were taken from a test bank. There were 5 questions which seemed to be very difficult for the students (# 12, 13, 15, 23, and 24). A 6th question didn't make the expected 80% correct answer rate either. We reviewed all of the answers after the quiz was administered. Two of these questions related to California State Licensing, which was addressed in class, but not regularly. If a student</p>	<p>week's main points. The actions to consider for this particular SLO and class may be applied to every class I teach and many SLOs to be administered. I continually need to be aware of vocabulary used (especially for ESL students) in future projects, assignments, tests, etc. I also need to make sure I review previous week's subject matter regularly. Repetition helps students retain material and helps those students who were absent be aware of the information that was shared in class. (04/15/2014) Action Category: Teaching Strategies</p> <hr/> <p>Action: Reword some of the test bank questions. (04/15/2014) Action Category: Teaching Strategies</p> <hr/> <p>Action: Consideration to reword some of the test bank questions should be made. Weekly review of previous week's main points should also be conducted. (02/13/2017) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>evaluating regulations, standards, policies and procedures.</p> <p>Standard and Target for Success: It was expected that 80% of students would score 80% or above on this SLO. The class average was expected to be 80%.</p> <p>Additional Information:</p>	<p>missed that particular class, they might not have known the answer to those questions. One of the questions (#15, taken from a test bank), was very confusing to most every student. If this particular SLO quiz will be administered in the future, some of the questions should be reworded. This semester's results were almost identical to the last time this SLO was assessed (Fall 2013) which underscores the specific areas to address. Two of the questions (#15 and #24) actually need to be reworded as they were slightly confusing. The students scored extremely high on most all of the remaining questions, which met (actually succeeded) instructor expectations. There were six (6) questions which the students scored under the 80% expectation. Below are the percentages for correct answers for each of the 25 questions on the assessment:</p> <p>Question #1 (97% correct); Question # 2 (97%); Question #3 (87%); Question # 4 (90%); Question #5 (97%); Question #6 (71%); Question #7 (90%); Question #8 (90%); Question #9 (97%); Question #10 (87%); Question #11 (100%); Question #12 (58%); Question #13 (19%); Question #14 (97%); Question #15 (52%); Question #16 (90%); Question #17 (97%); Question #18 (94%); Question #19 (74%); Question #20 (90%); Question #21 (81%); Question #22 (90%); Question #23 (58%); Question #24 (68%) and Question #25 (97%).</p> <p>(02/13/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Michelle R. Moen</p> <p>Faculty Contributing to Assessment: Hoa Pham (in a previous semester)</p> <p>Related Documents:</p> <p>CDEV 110 .Fall.2016.SLO#2.ANSWERS.docx</p>	
SLO #3 Nutritional Needs - Identify the nutritional needs of children at various ages and plan activities that focus on healthy development and nutrition.	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	<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</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

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 10/19/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>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>Additional Information:</p> <p>Related Documents:</p> <p>CDEV 110 Assessment Survey and Key.docx</p>	<p>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>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Michelle Moen</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents:</p> <p>CDEV 110 Data.docx</p>	<p>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:</p> <p>Program/College Support</p> <hr/> <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>

ECC: CDEV 119:Language Arts for Young Children

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Curriculum Cycle - Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood language arts activities and environments.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 10/19/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Presentation/Skill Demonstration -</p> <p>One of the assignments for this class was to present a puppet show. After reading the textbook chapter on puppetry, participating in class discussions and activities about the subject, as well reviewing the assignment guidelines and expectations in class, students were required to present a puppet show to the class. This assignment would assess whether or not students are able to apply their knowledge of appropriate practices and concepts relating to the importance of including puppets in curriculum for young children. Students were to use an original or adapted script, and present (individually or with one partner from class) a brief (5-10 minute maximum) puppet show using concepts we have learned in class. Detailed instructions were provided in class. Students were also required to fill out a self-evaluation and provide copies of their script to the instructor and classmates. Both skill demonstration and the reflection expressed on their self-evaluations were used to determine their grades. The areas focused on for this SLO report included aspects such as being well prepared/rehearsed, including an engagement activity, voice, audience participation, expression, embraced mistakes, eye contact, avoided stereotypes, age appropriateness,</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>There were two (2) sections of this class that completed the assignment on the due date (November 2, 2016). Section 2201 had 19 students completing the assignment while Section 2205 had 22 students (2 did not complete it). In Section 2201, 9 student received an A grade, 4 received a B grade, and 6 received a C grade. In Section 2205, 17 students received an A grade, 4 students received a B grade, and 1 student received a C grade. These scores did not take into consideration the extra credit that was offered if they made their puppets, or showed extra amounts of creativity and effort (ie: made their own puppet stage, script, etc.). Taking the extra credit into consideration, the scores went up dramatically as most every student in both classes completed the extra credit (only 1 did not do extra credit). The two areas that tended to be challenging for students were including audience participation and using an engaging activity prior to the puppet show. In Section 2201, 4 students had no suggestions for improvement of their puppet show (regardless of grade) while in Section 2205, only 1 person did not have any suggestions. The evening section (2205) tends to have more experienced teachers and offered more reflections towards improvement. In section 2201, 13 students out of 19 total (68% of the students) received at least 80% for their grade. In section 2205, 21 out of 22 students (95%) received at least 80% for their grade. Therefore, the evening class (section 2205) met my expectation. If I were to include the extra credit points, then both sections would have met my expectations. Section 2201 would have only 1 student who did not meet the expectations as she did not complete any extra credit for this assignment. (02/13/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Michelle R. Moen</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Consideration to spend more time discussing and demonstrating how to encourage audience participation and engagement activities. (11/15/2017)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>etc.</p> <p>Standard and Target for Success: It was expected that 80% of students would score 80% or above on this assignment. The class average was expected to be 80%.</p> <p>Additional Information: I was hoping that 80% of the students would receive at least a "B" grade without taking into consideration the extra credit that was offered with this assignment (MM).</p> <p>Related Documents: Puppet-Show-instructions-2015.revised.pdf</p>		
<p>SLO #2 Activity Plans - Develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 07/01/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment -</p> <p>Students were given the activity plan assignment's guidelines and grading rubric towards the beginning of the semester. We reviewed them extensively in class. They were given the opportunity to resubmit their first activity plan (first of two total) a week following receipt of their grade. Most students took advantage of this opportunity. The grading rubric was designed many years ago in our department. Susan Baxter and I have been updating it most every year (for the past 7 years) based on student feedback, our observations, and the general outcome of the grading. (See attached.)</p> <p>Standard and Target for Success:</p> <p>The grading rubric used was last revised July 2013 by Susan Baxter and me. When we return the graded assignment, we have also written</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Not Met</p> <p>TABLE ONE: *The first table (attached) shows the Percentage of Students who Received at least 75% Correct on Assessment</p> <p>Regarding the Target for Student Success (as previously stated in this report): Based on the rubric, I expected that 75% of students (in both sections) would score 75% 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 score 75-80% or above.</p> <p>TABLE TWO: The second table shows the Percentage of Students who Received at least 75% Correct on Assessment Regarding the Target for Student Success (as previously stated in this report): Based on the rubric, I expected that 75% of students (in both sections) would score 75% 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 score 75-80% or above.</p>	<p>Action: The data listed (in the tables) supports my observations that the second activity plan didn't receive as many higher grades as the first one had. I plan on giving that particular assignment more focus the next time this class is taught (Fall 2014).</p> <p>Review the second activity plan guidelines more extensively and more frequently in class. (09/15/2014)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>feedback on it and/or the rubric to help students better understand the process and grading. Based on the rubric, I expected that 75% of students (in 2 sections) would score 75% 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 score 75-80% or above.</p> <p>Additional Information:</p> <p>Related Documents:</p> <p>Activity_Plan_guidelines_revised_July.pdf</p> <p>CDEV_119_activity-plan-rubric-July.pdf</p>	<p>Not all students completed both activity plans. Some students dropped the class during the semester, while other students only completed one of the two activity plans for various reasons. In section 2071, 19 students completed both of them, 2 students completed 1 of them, and 4 students didn't complete any of them. In section 2073, 28 students completed both of them, 6 students completed 1 of them, and 2 students didn't complete any of them.</p> <p>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).</p> <p>Students are given one week to turn in the optional revised (first) activity plan. Most new students (to our department or curriculum classes) utilize this opportunity to improve their grade. Some returning students also revise their assignments, but usually they have fewer errors than the new students. Typically (all) students receive higher grades on the second activity plan as they learn more about the expectations and process of creating this particular assignment during the semester. This semester the first activity plan was focused on Story time with books and props (due Sept. 25) while the second activity plan focus was on a Listening Activity (due Oct. 30). These topics or focuses occasionally change each year. The listening plan focus seemed a bit difficult for general students. I didn't see as much improvement (compared to the first activity plan) as I have in past semesters.</p>	

(02/11/2014)

Course SLOs	Assessment Method Description	Results	Actions																																																								
		<p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Michelle Moen</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents:</p> <p>CDEV 119 Data Charts Fall 2013.docx</p> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>*This table notes the number of students receiving stated grade.</p> <p>Grading (the 4 columns represent the results for the following sections/assignments:</p> <p>Section 2201 First activity plan - first column</p> <p>Section 2201 Second Activity plan -second column</p> <p>Section 2205 First Activity plan -third column</p> <p>Section 2205 Second Activity Plan -forth column</p> <table> <tr> <td>A = 90%</td><td>45-50 points</td><td>17</td><td>11</td></tr> <tr> <td></td><td>22 20</td><td></td><td></td></tr> <tr> <td>B = 80%</td><td>40-44 points</td><td>6</td><td>10</td></tr> <tr> <td></td><td>8 9</td><td></td><td></td></tr> <tr> <td>75%</td><td>38-39 points</td><td>3</td><td>2</td></tr> <tr> <td></td><td>5 2</td><td></td><td></td></tr> <tr> <td>C = 70%</td><td>35-37 points</td><td>0</td><td>3</td></tr> <tr> <td></td><td>0 3</td><td></td><td></td></tr> <tr> <td>D = 60%</td><td>30-34 points</td><td>2</td><td>3</td></tr> <tr> <td></td><td>0 2</td><td></td><td></td></tr> <tr> <td>F =</td><td>29 or below</td><td>2</td><td>0</td></tr> <tr> <td></td><td>0 0</td><td></td><td></td></tr> <tr> <td></td><td>30 students total</td><td>29 students total</td><td></td></tr> <tr> <td></td><td>35 students total</td><td>36 students total</td><td></td></tr> </table>	A = 90%	45-50 points	17	11		22 20			B = 80%	40-44 points	6	10		8 9			75%	38-39 points	3	2		5 2			C = 70%	35-37 points	0	3		0 3			D = 60%	30-34 points	2	3		0 2			F =	29 or below	2	0		0 0				30 students total	29 students total			35 students total	36 students total		<p>Action: Review the second activity plan guidelines more extensively and more frequently in class. (10/26/2016)</p> <p>Action Category: Teaching Strategies</p>
A = 90%	45-50 points	17	11																																																								
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	<p>Essay/Written Assignment -</p> <p>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 most every year (for the past 8 years) based on student feedback, our observations, and the general outcome of the grading.</p> <p>Standard and Target for Success:</p> <p>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 75% of students (in 2 sections) would score 75% 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 score 75-80% or above.</p> <p>Additional Information:</p>																																																										

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>Grading 75-100% (received 38-50 points)</p> <p>Section 2201 First activity plan = 26 out of 30 students received 75-100% (received 38-50 points) which is 87% (target was 75%)</p> <p>Section 2201 Second Activity plan = 23 out of 29 students received 75-100% (received 38-50 points) which is 79% (80% was target)</p> <p>Section 2205 First Activity plan 35 out of 35 students received 75-100% (received 38-50 points) which is 100% (target was 75%)</p> <p>Section 2205 Second Activity Plan 31 out of 36 students received 75-100% (received 38-50 points) which is 86% (80% was target)</p> <p>Grading 80-100% (received 40-50 points)</p> <p>Section 2201 Second Activity= plan 21 out of 29 students received 80-100% (received 40-50 points) which is 72.41%</p> <p>Section 2205 Second Activity Plan=29 out of 36 students received 80-100% (received 40-50 points) which is 80.55%</p> <p>(01/14/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Michelle Moen</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents:</p> <p>activity-plan-rubric-June.2014.final.doc</p> <p>Activity.Plan.guidelines.revised.June.2014.final.docx</p>	

SLO #3 Role of the Teacher -
Demonstrate an understanding of the

Exam/Test/Quiz - After reading the textbook, participating in class

Semester and Year Assessment Conducted: 2014-15 (Fall 2014)

Action: It would be extremely helpful if we had an on campus lab

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>many aspects of the teachers' role in early childhood programs as they apply to language arts.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014) Input Date: 10/19/2013 Inactive Date: Comments::</p>	<p>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>Additional Information: Related Documents: CDEV 119 Assessment Survey M. Moen.docx</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>% of Success for this SLO: Faculty Assessment Leader: Michelle Moen Faculty Contributing to Assessment: Related Documents: CDEV 119 - Data.docx</p>	<p>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> <hr/> <p>Action: I will try to prioritize reviewing class material from previous weeks. (03/15/2015) Action Category: Teaching Strategies</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 #1 Leadership Roles - Analyze leadership roles as they relate to interactions with parents, staff and the community.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 10/25/2016 Inactive Date: Comments::</p>	<p>Essay/Written Assignment - Shadow an administrator for 1 to 2 hours and write a summary of what you saw, heard and felt during this observation. Your paper should include information about the administrator's leadership style, their interactions with staff and parents and/or other interactions observed during the visit. Include your own reflection about the experience, what did you learn, or what would you have done differently.</p> <p>Clear Observation (2 or 3 examples of what they saw, heard or felt) = 15 points Choose a Leadership style with supporting evidence = 5 points Reflection on what they learned or would have done differently = 5 points</p> <p>Standard and Target for Success: It is expected that 80% of students will score 28 or above on this SLO. Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Not Met After reading the assignments, it became clear to me that several students need additional help with sentence structure and syntax. Many of the papers had grammatical errors and several students were unclear about the type of leadership style (leader vs. manager) they were observing. Of the 18 students, 11 received 30 points (61%), 3 received 28 points (17%), 2 received 20 points (11%) and 1 received 17points (less than 1 percent). See attached chart (10/25/2016) % of Success for this SLO: Faculty Assessment Leader: Monica Simon Faculty Contributing to Assessment: Related Documents: CDEV 130 - SLO #1 Chart. M. Simon.xlsx</p>	<p>Action: Provide two additional in-class group activities that focus on leadership style and how to identify if the Director is a "leader" or "manager." (10/01/2017) Action Category: Teaching Strategies</p> <hr/> <p>Action: Talk to the class about proof reading their assignments and having another person read their assignment before submitting them. (09/15/2017) Action Category: Teaching Strategies</p> <hr/> <p>Action: Include information about the Writing Center in my syllabus with a link to their Web page. (08/27/2017) Action Category: Teaching Strategies</p>
<p>SLO #2 Professional Development - Implement ongoing professional development plans based on evaluation of staff an administrator needs</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-</p>	<p>Multiple Assessments - ICE BREAKER: Each student to lead the class in an Ice Breaker activity. INTERVIEW WRITTEN ASSIGNMENT: This assignment required the students to review either a teacher or assistant job description and write</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Not Met RESULTS Ice Breaker Activity: 100% (15 points) Case Studies: 100% (10 points) Job Description and Interview Questions: 67% (20 points)</p>	<p>Action: Add additional in-class activities that focus on the hiring, termination, evaluation process and methods for motivating staff. (08/27/2017) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
17 (Fall 2016) Input Date: 03/03/2015 Inactive Date: Comments::	8 to 10 interview questions that could be used when interviewing candidates for this position. TERMINATION POLICIES AND PROCEDURES: In class group case study. A complete description of the assignments is attached. Standard and Target for Success: It is expected that 80 % of the 18 students would receive 80% or above on these assignments. Additional Information: Related Documents: CDEV 130 SLO #2 Assignment Instructions M. Simon.docx	After reviewing the 3 assignments I found that only 67% of the students were able to formulate questions that directly correlated to the specific job description. It became clear to me that several students needed additional help with formulating clear and concise interview questions. (12/13/2016) % of Success for this SLO: Faculty Assessment Leader: Monica Simon Faculty Contributing to Assessment:	

SLO #3 Collaboration - Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

Course SLO Status: Active
Course SLO Assessment Cycle: 2017-18 (Fall 2017)
Input Date: 03/03/2015
Inactive Date:
Comments::

ECC: CDEV 152:Disabilities in the Developing Child

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Evaluating Programs and Policies - Evaluate program, educational, and professional policies based on special education laws and evidence-based practices.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/10/2015</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - On the final exam, students were given the following essay question: The Individuals with Disabilities Act (IDEA) mandates FAPE, LRE, IEP, and procedural safeguards. Choose a school that you have professional experience with (or your observation classroom). Tell whether or not you feel the school is in compliance with these 4 mandates. Give examples to support your answers.</p> <p>Standard and Target for Success: Student addresses all 4 elements of IDEA discussed in class (FAPE, LRE, IEP, and procedural safeguards), and gives a thorough, accurate, and relevant evaluation of how well the program meets IDEA mandates.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Of the 20 student who took the final exam, 15 received a grade of B or better. Because the question pertaining to this particular SLO required the most complex and thoughtful response, it is no surprise that 8 of the 20 students missed at least one element of the question. However, all but two of the students (one who didn't answer and one who gave a one sentence response) exhibited knowledge and understanding of the concepts addressed in the question, even though their responses were not proficient enough to earn full credit. (01/21/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Jessica Schilling</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Provide students with sample answers that demonstrate the how to address all of the elements of the questions. In small groups, have students develop the answer to a sample question in class that meets the criteria. (09/15/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 Curriculum Strategies - Design and implement curriculum strategies based on children's individual needs in inclusive and natural environments.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 11/10/2015</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Multiple Assessments - Observations and Presentations</p> <p>Standard and Target for Success: 80% of students will score 80% or above on this assessment</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>The results of this assessment were based on the Observation and Presentation assignments.</p> <p>N - 22</p> <p>Observation Assignment - 75 Points Possible (Score of 60 is 80% success) 2 students did not meet the standards and two students did not complete the assignment</p> <p>Presentations - 100 Points (80% is success) 1 students did not attempt the assignment.</p> <p>All those who did complete the assignment scored 80% or above.</p>	<p>Action: Three students did not complete the observation assignment. I will work with the Childhood Education Community Liaison to locate observation sites in Special Education Programs. (10/15/2017)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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(See attached graphs) (03/04/2017)

% of Success for this SLO:

Faculty Assessment Leader: Allison Steiner

Faculty Contributing to Assessment:

Related Documents:

[CDEV 152 SLO #2 Graphs.docx](#)

SLO #3 Advocacy - Demonstrate how you would advocate for effective partnerships with families, interdisciplinary teams members, and community resource specialists.

Course SLO Status: Active

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

Input Date: 11/10/2015

Inactive Date:

Comments::

ECC: EDUC 101:Introduction to the Field of Education

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Careers in Education - The successful Education 101 student will analyze various careers in education through study of state and educational requirements as well as rewards and challenges.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 03/10/2015 Inactive Date: Comments::</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>Additional Information:</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) % of Success for this SLO: Faculty Assessment Leader: Allen Perlstein Faculty Contributing to Assessment:</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>SLO #2 CSTP - The successful Education 101 student will identify qualities of effective teachers and the demonstration of the California Standards for the Teaching Profession through classroom observations of experienced teachers.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 03/10/2015</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - Students will observe two or more education professionals for a total of 6-8 observation hours AND complete one Classroom Visitation Form (Pt. C of the Classroom Observation Assignment) for each observation.</p> <p>--all classroom teachers must be tenured;</p> <p>--at least one classroom teacher must be observed although students may choose several;</p> <p>--in each section of the form, student will identify one Teacher Performance Expectation (TPE) from the California Standards for the Teaching Profession and explain HOW or WHY the educator</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Of the 37 students in EDUC101; Section 2275, 33 received a grade of 75% or higher, which is 89% of the entire class. (Proudly, but still needing overall improvement, 27 of the 33 students who met the target received a grade of 90% or higher.)</p> <p>Within each new class section, I find a unique student population with varying scholastic abilities, different commitments to completing their project, and/or how important 'quality of work' is to each of them.</p> <p>As an educator, I attempt to address all of these variations and raise student confidence, the quality of their work, and their desire to excel.</p> <p>(02/02/2016)</p>	<p>Action: Provide more one-on-one help outside of class to individual students. (03/01/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: At the beginning of each class I used the document reader to present "words of encouragement" and samples that were available for them to review both before and after each class. The response from the students was very positive. (04/16/2016)</p> <p>Action: Repeated modeling of the project components. (02/18/2016)</p> <p>Action Category: Teaching</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>demonstrated the TPE.</p> <p>Standard and Target for Success: BASED ON PERCENTAGE, it is expected that 85% of students will score 75% or above on this SLO.</p> <p>Additional Information:</p> <p>Related Documents: Classroom Visitation Form Pt. C--EXCEL.xlsx ClassroomObserv. RUBRIC WordDoc 5.14.15.docx</p>	<p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Allen Perlstein</p> <p>Faculty Contributing to Assessment:</p>	<p>Strategies</p> <p>Follow-Up: I continue to provide examples of exemplary portfolios and projects to use as guides. Students are responding positively and are using these as a model. I am seeing an improvement in the quality of the portfolios. (04/16/2016)</p>
<p>SLO #3 Purpose of Education - The successful Education 101 student will evaluate fundamental issues in education such as the purpose of public education, the purpose and control of curriculum, and assessment and accountability.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 03/10/2015</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment -</p> <p>Students read about current issues in education from their textbook, choose any eight of the issues that interest them and fill in a detailed Reading Log for each one. Throughout class sessions, there are ad-lib discussions about some of the most popular or controversial issues. Students are given 10 points for completion of each Reading Log they complete.</p> <p>Standard and Target for Success: It is expected that 80% of the students will score 75% or above on this SLO.</p> <p>Additional Information:</p> <p>Project - EDUC101 is a 'short term', eight week class. For the first six weeks, students are introduced to relevant readings, discussions, written assignments, guest speakers from two CSUs and observe/shadow at LEAST TWO (2) education careers/ professionals for no less than six (6) hours. At least one must be a tenured K-12 public</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>At the final class meeting, each student group shares their findings with the entire class, explaining if their choice of career in the field of education is the same now as it was before the information was provided by this class and the observations they participated in.</p> <p>Of the 46 students who were enrolled in and attending</p>	<p>Action: Adjust the wording of this SLO to reflect a summative assessment to compare a student's career choices in the field of education both before and after exposure to the components of the curriculum/objectives. Suggested wording: The successful Education 101 students will share their Classroom</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>school teacher.</p> <p>The week before their last class, students hand in their Classroom Observation assignment and then collaborate with each other in small sharing groups. Here, they discuss the location(s) of their observations/shadowing and some of the 'highlights' and 'low points' of their experiences. They also determine if there was a change in their original career goal after completing this assignment.</p> <p>At the final class meeting, each student presents to the class some of the 'highlights' and 'low points' of their observations/shadowing experiences AND explains if their original education career choice is the same now as it was before the assignment was completed or if it had changed and why the change occurred.</p> <p>Standard and Target for Success: Based on percentages from the provided rubric, it is expected that 80% of students will score 75% or above on this SLO.</p> <p>Additional Information: Related Documents: Classroom Observ Directions - Perlstein Fall 2016.docx ClassroomObserv. RUBRIC Perlstein F 2016.docx</p>	<p>EDUC 101 for at least one class during this eight week course, 41 students remained until the last class. The Classroom Observation/Shadowing project, group discussion and individual presentation provided additional information:</p> <ul style="list-style-type: none"> — 32 students will pursue a Multiple Subject Teaching Credential (K-5/6); — 2 students will pursue a Single Subject Teaching Credential in their major to teach grades 6/7-12; — 6 students will continue to explore education at every level; — 1 student is yet not sure of the grade level to teach and is even considering teaching abroad; <p>— An additional 5 students dropped or stopped attending the class after the second week because they decided that a career in the field of education was not for them, required too much work, or they were not ready at this point in their lives.</p> <p>I was most impressed by the enthusiasm of the students because most of them agreed that they were happy to be given the opportunity to observe not only classroom teachers at every grade level (K-16), but they were allowed to shadow education professionals outside of the classroom if they were curious about that job or making a change from their original interest, as some did.</p> <p>I believe there were no weaknesses I could identify as exhibited by the exuberance with which each student presented and the large number of quality project assignments handed in. (12/13/2016)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Allen Perlstein Faculty Contributing to Assessment:</p>	<p>Observation findings with the entire class and explain if their choice of career in the field of education is the same now as it was before the information was provided by this class and the observations/shadowing they participated in. (04/15/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p>