

# Course Assessment Results aligned to Program SLOs

## San Mateo CCCD

### CAN Program - Early Childhood Education /Child Development

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students completing this program will view themselves as an early childhood education professional and, through the practice of reflection, critically assess their own teaching experiences to continuously guide and inform their practice.	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 191 - Children's Literature - IND Critical Responses - Students will critically read, discuss and interpret texts of children's literature while formulating and developing independent critical responses (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Discuss the value of children's literature and how it contributes to the development of children's literacy skills from infancy to adolescence. <b>Success Criterion:</b> 75% of students will receive letter grade of "C" or better.	09/24/2012 - Sp12-Wiggins Dowler: SLO # 1:Illustrator Study: 70% of Students will achieve greater than 75/100% grade. 11.25/15 points= 75% of which 88% of students achieved goal Overall average score was 92%. Trad. Lit. Research Project: 70% of Students will achieve greater than 75/100% grade. 8.25/11 points=75% of which 89% of students achieved goal Overall average score was 89%. Quizzes: 70% of Students will achieve greater than 75/100% grade. 77.3% of students achieved goal. Overall average score was 84%. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2011 - 2012 <b>Related Documents:</b> <a href="#">Wiggins Dowler: SLO reporting form ECE 191 Spring 12.doc</a> 09/17/2012 - ECE 191 Sp12 results: Wiggins-Dowler SLO # 1:Illustrator Study: 70% of Students will achieve greater than 75/100% grade. 11.25/15 points=	09/24/2012 - Embedded in the young adult novel are the story elements that the students should know. A majority of the students had difficulty with the story elements so I need to infuse the rest of the curriculum with more attention to story elements.  The students were extremely anxious with the quizzes so, in order to get the students more prepared, I will institute a scavenger hunt activity with the text within a group context prior to each quiz.  <b>Action Plan Category:</b> Use New or Revised Teaching methods

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			<p>goal</p> <p>Overall average score was 92%.</p> <p>Trad. Lit. Research Project: 70% of Students will achieve greater than 75/100% grade.</p> <p>8.25/11 points=75% of which 89% of students achieved goal</p> <p>Overall average score was 89%.</p> <p>Quizzes: 70% of Students will achieve greater than 75/100% grade.</p> <p>77.3% of students achieved goal.</p> <p>Overall average score was 84%.</p> <p>Embedded in the young adult novel are the story elements that the students should know. A majority of the students had difficulty with the story elements so I need to infuse the rest of the curriculum with more attention to story elements.</p> <p>The students were extremely anxious with the quizzes so, in order to get the students more prepared, I will institute a scavenger hunt activity with the text within a group context prior to each quiz.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 191 - Children's Literature - Analytical writing - Students will be able write coherent, analytical and	<b>Assessment Method:</b> Describe key literacy elements within children's literature and how children's comprehension of content changes with	09/24/2012 - Sp12-Wiggins Dowler: SLO #2: Forums: 70% of Students will achieve greater than 75/100% grade.	

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	<p>original responses to course content. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p>age</p>	<p>12/16 points=75% of which 80% of students achieved goal. Overall average score was 95%.</p> <p>Young Adult Novel Critique: 70 of Students will achieve greater than 75/100% grade. 7.5/10 points=75% of which 80% of students achieved goal Overall average score was 80%</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <hr/> <p>09/17/2012 - ECE 191 Sp12 results: Wiggins-Dowler SLO #2: Forums: 70% of Students will achieve greater than 75/100% grade. 12/16 points=75% of which 80% of students achieved goal. Overall average score was 95%.</p> <p>Young Adult Novel Critique: 70 of Students will achieve greater than 75/100% grade. 7.5/10 points=75% of which 80% of students achieved goal Overall average score was 80%</p> <p>Embedded in the young adult novel are the story elements that the students should know. A majority of the students had difficulty with the story elements so I need to infuse the rest of the curriculum with more attention to story elements.</p> <p>The students were extremely anxious with the quizzes so, in order to get the students more prepared, I will institute a</p>	

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			<p>scavenger hunt activity with the text within a group context prior to each quiz.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 192 - Children's Literature II</p> <p>- interpret texts - Critically read, discuss and interpret texts of the following genres within children's literature, poetry, multicultural books, informational books and biographies, realistic fiction and historical fiction. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> students will be quizzed on different genres: illustrator study, traditional literature analysis; pre and post surveys.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> 60% of students will receive grade of "C" or better</p>	<p>02/13/2012 - SLO 1: Quizes on Different Genres: Average grade:: 80% Student Survey: 30.5% combined Agree/Strongly Agree Rating on Pre-Test/100% Post-Test</p> <p>When the assignments related directly to their individual lives/opinions and their present work then the scores were much higher. I need to rethink how to have the students retain the specific information regarding the different genres when taking the quizzes.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 192 - Children's Literature II</p> <p>- integrate curriculum - Effectively develop and integrate a comprehensive curriculum unit incorporating quality literature. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> students will complete a curriculum project exploring cultural literature.</p> <p><b>Assessment Method Category:</b> Capstone Assignment/Project</p> <p><b>Success Criterion:</b> 60% of students will receive grade of "C" or better.</p>	<p>02/13/2012 - SLO 3: Rubric for Term Project: 98% Student Survey: 29% combined Agree/Strongly Agree Rating on Pre-Test/100% Post-Test</p> <p>When the assignments related directly to their individual lives/opinions and their present work then the scores were much higher. I need to rethink how to have the students retain the specific information</p>	

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			<p>regarding the different genres when taking the quizzes.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 192 Children's Literature II SKILLS SURVEY FALL 2011.docx</a></p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 201 - Child Development - Application - SLO 1: Apply developmental theory to data collected in child observations including the use of developmental continuums, surveys, interviews or other investigative research methodologies. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Students will complete at least one observation in one of the following age groups: infant (0 to 2years, 11 months), early childhood (3 to 5 years, 11 months), the school years (6 to 10 years), or adolescence (10 to 15 years). Each observatin will be based on the narrative style or journal style of data collection. Student will be required to use the Desired Results Developmental Profile appropriate appropriate for each age group or a similar standardized tool.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Success Criterion:</b> Students will have completed thier observation, filled out the drdp forms for the appropriate age group, and their results and conclusions will be developmentally appropriate and based on their actual observation notes.</p>	<p>05/30/2013 - All of the students who completed the class completed a DRDP, which was based upon an observation of a child aged 3 - 5. This semester I used two forms that had a digital option and this seemed to ease the stress and confusion thus allowing a higher percentage of students to achieve success. 90% of students earned a C or better on the assignment</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p>05/30/2013 - Refine the digital forms.</p>
			<p>01/31/2013 - 84% of students correctly provided accurate comparison and contrasts for each developmental level</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">ECE 201 SLO1 results Fall 2012.doc</a></p>	
			<p>12/21/2012 - Dilko: While 6 out of 25 students chose not to complete the observation and assessment assignment, 18 out of 19 of the students who chose to complete the assignment filled out the</p>	<p>12/21/2012 - Perhaps I will give the observation/assessment/drdp assignment more value in the grading structure so that no students decide not to complete it.</p>

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			<p>drdp for a preschool aged child and analysed their observations using the results provided by the drdp.</p> <p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	
			<p>12/19/2012 - ECE 201 Fall 2012 SLO 1: Results: 84% of students correctly provided accurate comparison and contrasts for each developmental level</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">ECE 201 SLO1 results Fall 2012.doc</a></p>	
			<p>09/14/2012 - Spring 2012: Lukas SLO 1: For each age group (infants/toddlers; pre-school; school-age; adolescence) there was either an observation and assessment or an interview. The students made direct contact with children at each of the age levels. The assignments supported the students connection between academic and practical learning. They were able to see for themselves evidence of development in different domains at different stages of development.</p> <p>Reflections: The biggest challenge for me is the tremendous amount of content that needs to be covered during this semester, and how do to that without diluting the essentials. I continue to struggle with it. I have made some changes that I think have been effective. With these three SLOs, I have made sure to introduce them early in the semester,</p>	

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and bring them forward throughout the semester in a variety of ways. I will continue to try new strategies for bringing these concepts to students in ways that support their individual learning styles.

**Result Type:**

Criterion met

**Reporting Cycle:**

2011 - 2012

**Related Documents:**

[ECE 201 Lukas SP12 results.doc](#)

02/13/2012 -

SLO 1: Infant Observations Early Childhood Observations School Years

Score	# of students	# of students	# of students
5/5	12	15	2
4.5/5	9	11	0
4/5	0	1	1
3/5	1		
Did not complete	7	4	5
Average Score	4.70	4.76	4.76

5/5 12 15 2

4.5/5 9 11 0

4/5 0 1 1

3/5 1

Did not complete 7 4 5

Average Score 4.70 4.76 4.76

For both the SLO 1 and SLO 2, a high percentage of students obtained a score of 4/5 or better. those SLO's require minimal adjustment which will continue to be addressed through lectures and related activities.

Although improving, SLO 3 will require additional teaching in lectures and in related activities. The concepts presented in the textbook are complicated, especially for students who are not primarily English speaking. In addition, I believe the students are not prepared for how complicated the course is. I believe they are expecting a much simpler course.

I believe that student are entering this

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up																				
			<p>course with limited English language skill and experience and this is challenging their success in a complicated course.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 201 SPANISH Fall 2011.docx</a> <a href="#">ECE 201 Fall 2011.doc</a></p>																					
			<p>12/19/2011 - 93% of students completed this assignment with a C or higher indicating that they were adequately able to complete their observation notes and drdp and provide a simple analysis of the child's developmental level based on those tools.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>12/19/2011 - None</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>																				
			<p>06/02/2011 - 72% of students completed the observation assignment with a grade of "C" or higher.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>																					
			<p>03/22/2011 - SLO 1: Infant Observations Early Childhood Observations School Years</p> <table border="1"> <thead> <tr> <th>Score</th> <th># of students</th> <th># of students</th> <th># of students</th> </tr> </thead> <tbody> <tr> <td>5/5</td> <td>21</td> <td>10</td> <td>7</td> </tr> <tr> <td>4.5/5</td> <td>3</td> <td>12</td> <td>8</td> </tr> <tr> <td>4/5</td> <td>0</td> <td>1</td> <td>4</td> </tr> <tr> <td>Did not complete</td> <td>3</td> <td>2</td> <td>7</td> </tr> </tbody> </table>	Score	# of students	# of students	# of students	5/5	21	10	7	4.5/5	3	12	8	4/5	0	1	4	Did not complete	3	2	7	
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	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 201 - Child Development</p> <p>- Theory - SLO 2: Compare and contrast the major and emerging developmental theories used as the foundational theories in the field of early childhood education. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Essay and short answer questions on exams. Questions and answers will include the major and emerging developmental theories.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> Students will be able to identify and define the major developmental theories and then compare and contrast them to each other.</p>	<p>09/14/2012 - Fall 2011: Student oral feedback from debriefing showed enthusiasm as to usefulness of knowledge. As a group they built confidence in understanding the ideas of the theorists both pro and con as well as application to their work.</p> <p>Reflections: Considering the needs of these diverse learners from the Latino community, an instructor may have a more authentic assessment orally rather than written. Some members of this community experience extreme stress with written work (they do it but it is difficult to assess student understanding of concepts). Working collaboratively and in smaller groups increased confidence and therefore understanding.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
			<p><b>Related Documents:</b> <a href="#">SLO2-ECE201 Fall 2011.docx</a></p> <p>09/14/2012 - Spring 2012: Lukas-SLO 2: Throughout the semester, we studied the theories connected each developmental stage. They followed the theories of Piaget, Vygotsky, Erikson, and Freud from infancy through adolescence. They were able at the end of the semester to compare and contrast as well as demonstrate how the</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up										
			<p>theories complement each other. All students were successful at a basic level. Many students were successful at a more advanced level of understanding.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>											
			<p>02/13/2012 - SPANISH Student oral feedback from debriefing showed enthusiasm as to usefulness of knowledge. As a group they built confidence in understanding the ideas of the theorists both pro and con as well as application to their work.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>02/13/2012 - Considering the needs of these diverse learners from the Latino community, an instructor may have a more authentic assessment orally rather than written. Some members of this community experience extreme stress with written work (they do it but it is difficult to assess student understanding of concepts). Working collaboratively and in smaller groups increased confidence and therefore understanding.</p>										
			<p>02/13/2012 - SLO 2: Score # of students</p> <table border="0"> <tr><td>5/5</td><td>13</td></tr> <tr><td>4.5/5</td><td>7</td></tr> <tr><td>4/5</td><td>1</td></tr> <tr><td>Did not complete</td><td>9</td></tr> <tr><td>Average Score</td><td>4.78</td></tr> </table>	5/5	13	4.5/5	7	4/5	1	Did not complete	9	Average Score	4.78	<p><b>Action Plan Category:</b> Conduct Further Assessment</p>
5/5	13													
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			<p>For both the SLO 1 and SLO 2, a high percentage of students obtained a score of 4/5 or better. those SLO's require minimal adjustment which will continue to be addressed through lectures and related activities.</p>											
			<p>Although improving, SLO 3 will require additional teaching in lectures and in related activities. The concepts presented in the textbook are</p>											

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>complicated, especially for students who are not primarily English speaking. In addition, I believe the students are not prepared for how complicated the course is. I believe they are expecting a much simpler course.</p> <p>I believe that student are entering this course with limited English language skill and experience and this is challenging their success in a complicated course.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <hr/> <p>03/22/2011 - SLO 2: Score # of students</p> <p>5/5 8 4.5/5 9 4/5 2</p> <p>Did not complete 9</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <hr/>	
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 201 - Child Development - Ages v Stages - SLO 3: Analyze the interaction between maturational processes and social/environmental factors and the effects on various areas of development birth through adolescence. (Created By CAN Dept - Early Childhood Education / Child Development)	<p><b>Assessment Method:</b> Essay questions on MidTerm Examination and/or final examination regarding the interaction of maturation and social/environmental influences.</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> Students will successfully answer essay questions using scientific language to</p>	<p>12/21/2012 - Dilko: Out of the 25 students who completed the exam question, 3 chose not to answer the question regarding the interaction of maturation and social/environmental influences.</p> <p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <hr/>	12/21/2012 - Revise the question.

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		discuss the interaction of maturation and social/environmental influences.	<p>09/14/2012 - Spring 2012: Lukas SLO3: The interaction of nature and nurture was studied throughout the semester. One assignment in particular asked students to think about their own experience and development. They wrote about the influence of genetics and experience on their own development looking at a particular characteristic. This same question was repeated at the end of the semester. Those students that struggled with it early in the semester were successful in expressing their understanding of this concept at the end of the semester.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <hr/> <p>02/13/2012 - SLO 3: Score Question 22</p> <p>5/5 13 students</p> <p>4/5 3 students</p> <p>3/5 4 students</p> <p>2/5 4 students</p> <p>1/5 4 students</p> <p>0/5 5 students</p> <p>Average Score? 3.06</p>	
			<p>For both the SLO 1 and SLO 2, a high percentage of students obtained a score of 4/5 or better. those SLO's require minimal adjustment which will continue to be addressed through lectures and related activities.</p>	
			<p>Although improving, SLO 3 will require additional teaching in lectures and in related activities. The concepts presented in the textbook are complicated, especially for students who are not primarily English speaking. In</p>	

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			<p>addition, I believe the students are not prepared for how complicated the course is. I believe they are expecting a much simpler course.</p> <p>I believe that student are entering this course with limited English language skill and experience and this is challenging their success in a complicated course.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 201 Fall 2011.doc</a></p>													
			<p>12/19/2011 - 80% of students were able to identify at least one aspect of the interaction between maturation and the social/environmental factors at adolescence.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>12/19/2011 - Structure quiz questions to ask for the students understanding at each developmental level.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>												
			<p>06/02/2011 - 67% of students answered the essay question successfully. 20% of students answered the question partially. 13% of the students failed to answer the question adequately.</p> <p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>													
			<p>03/22/2011 - SLO 3: Score Question 19 Question 20</p> <table border="0"> <tr> <td>3/3</td> <td>12 students</td> <td>9 students</td> </tr> <tr> <td>2/3</td> <td>15 students</td> <td>14 students</td> </tr> <tr> <td>1/3</td> <td>0 students</td> <td>3 students</td> </tr> <tr> <td>0/3</td> <td>4 students</td> <td>5 students</td> </tr> </table>	3/3	12 students	9 students	2/3	15 students	14 students	1/3	0 students	3 students	0/3	4 students	5 students	
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**Result Type:**  
Criterion met  
**Reporting Cycle:**  
2009 - 2010

CAN Dept - Early Childhood Education / Child Development - CAN ECE. 210 - Early Child Ed Principles - professional philosophy - Identify the underlying theoretical perspective in forming a professional philosophy. (Created By CAN Dept - Early Childhood Education / Child Development)

**Assessment Method:**  
Using research methods, students will write an essay describing characteristics of professional philosophy  
**Assessment Method Category:**  
Essay  
**Success Criterion:**  
students will receive grade of "C" or better.

09/17/2012 - ECE 210 Sp12 results:  
Magidoff  
SLO2

Question #1: Describe an ECE curriculum.  
Results=99% of class received 100% on this , 1% received a 0 for leaving unanswered.

Question #2: What is the difference between positive guidance and discipline?  
Results=100% answered correctly

Question #3: How can teacher?s support a child?s racial identity?  
Results=15% received 100%, 85% received 75% correct  
answer&#8194;&#8194;&#8194;&#8194;  
4;

The question on racial identity was based on a film we saw where teachers are told to ask a parent what race they would like their child to identify with. During our pre-test review I highlighted that a question on the film on Bi-Cultural families would be on the exam. I think in the future I will create a study guide to go along with the film rather than rely on the students to take their

**Result Type:**  
Criterion met

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			<p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 210 sp12 Magidoff.doc</a></p> <hr/> <p>02/13/2012 - SLO2: Analyze relationship between observation, planning and implementation and assessment in developing teaching strategies and positive learning and development. Will students be able to understand correlation between all aspects of observation and the implications to developing programs. In Midterm exam asked students to identify Montessori as stressing the value of observation and assessment in program implementation. 75% of students received full credit for their correct answer.</p> <p>SLO2: Will do an observation and interpretation exercise as extra credit assignment next semester. So students can have the opportunity to put this tool into practice..</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 210 - Early Child Ed Principles - implement standards of quality - Demonstrate knowledge of NAEYC standards of quality and how to implement them in an early childhood settings that support all children including those with diverse</p>	<p><b>Assessment Method:</b> An exam will be given to determine student understanding of NAEYC standards of quality.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> students are able to demonstrate</p>	<p>09/17/2012 - ECE 210 results for Sp12 ? Magidoff SLO#3</p> <p>Question #1: Describe an ECE curriculum. Results=99% of class received 100% on this, 1% received a 0 for leaving</p>	



SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>in both combined classes received full credit for this question.</p> <p>SLO3: Have lined up a speaker who does accreditation for NAEYC to speak to class next semester and stress ethics and standards of NAEYC.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 210 Fall 2011.doc</a></p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 211 - Early Child Ed Curriculum - DAP - Describe the principles of Developmentally Appropriate Practice (DAP) and explain their influence on early childhood curriculum development and teaching strategies. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Students will answer the question: Identify three of the twelve principles of DAP and describe in detail how the principle influences early childhood curriculum development.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> 80% of students will be able to properly answer this question with appropriate references to the text and ancillary materials.</p>	<p>12/14/2013 - Changed the question in a way that made it more open-ended and the students did much more poorly. I asked them to describe DAP and explain its influence on early childhood curriculum development. As a result, many fewer students cited any of the 12 principles that were studied in class. The answers were vague.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p>12/14/2013 - Will revise the exam question so that I ask for specific examples from the 12 principles and I will administer the exam earlier in the semester so that I can be sure that students are able to recall and use the principles in later work in the class</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>
			<p>09/24/2012 - F11-Kepplinger: 91% of the class performed to expectations.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 211-Kepplinger Fall 2011 results.pdf</a></p>	<p>09/24/2012 - I would work to increase the score for 100% of the students to a 3-4 on a 4 point rubric for all 3 SLOs.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>02/15/2012 - 91% of the class performed to expectations (prof. Keplinger).  <b>Result Type:</b>            Criterion met  <b>Reporting Cycle:</b>            2011 - 2012  <b>Related Documents:</b>  <a href="#">ECE 211 results F11.pdf</a></p>	
			<p>12/19/2011 - 13 out of 22 students were able to identify 3 of the 12 DAP principles and describe in detail how the principle influences curriculum development. 8 of the students identified the principle but did not include details. One student did not complete the final.  <b>Result Type:</b>            Criterion met  <b>Reporting Cycle:</b>            2011 - 2012</p>	<p>12/19/2011 - Continue to assess.  <b>Action Plan Category:</b>            Conduct Further Assessment</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 211 - Early Child Ed Curriculum - Evidence based practice - Describe the importance of observation and documentation in the curriculum development process. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>            Student will describe the importance of observation and documentation in the curriculum development process.  <b>Assessment Method Category:</b>            Essay  <b>Success Criterion:</b>            80% of students will be able to properly answer this question with appropriate references to the text and ancillary materials.</p>	<p>12/14/2013 - Students were asked to describe the importance of observation, assessment and documentation. 85% answered at a C or higher with simple references to course materials.  <b>Result Type:</b>            Criterion met  <b>Reporting Cycle:</b>            2013 - 2014</p>	<p>12/14/2013 - While the students were able to answer the question, I plan to move the exam to an earlier date in the semester so that I can assess comprehension of these critical tasks earlier in the class content.  <b>Action Plan Category:</b>            Revise course syllabus or outline</p>
			<p>09/24/2012 - F11-Keplinger: 33 out of 33 students answered the final exam with a 2 or better score. 100% of hte clas performed to expcetations.  <b>Result Type:</b>            Criterion met  <b>Reporting Cycle:</b>            2011 - 2012</p>	<p>09/24/2012 - I would work to increase the score for 100% of the studetns to a 3-4 on a 4 point rubric for all 3 SLOs.  <b>Action Plan Category:</b>            Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>02/15/2012 - 33 out of 33 students answered the final exam with a 2 or better score 100% of the class performed to expectations (prof. Keplinger).</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
			<p>12/19/2011 - 14 out of 22 students were able to describe observation and documentation and describe their importance in the curriculum development process. 7 out of 22 answers lacked clarity, and one student did not complete the final.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>12/19/2011 - Continue to assess.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 211 - Early Child Ed Curriculum - Play-based curriculum - Demonstrate a working understanding of a play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> In small groups, students will deliver a group presentation demonstrating a developmentally appropriate curriculum plan that emphasizes the value and importance of play.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> Student groups will receive grade of "C" or better.</p>	<p>12/14/2013 - 100% of students who participated in the group project were able to present a play-based curriculum project to the class. With the addition of an individual paper on the topic I was able to assess the students personal understanding of the implementation of a play-based curriculum. The results from the paper indicate that closer to 75% of the students could articulate the basis of the group presentation in a way that demonstrated a full understanding of the project.</p> <p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>12/14/2013 - Continue assigning a paper along with the group presentation, work with individual groups prior to the presentation to be sure that all students are participating</p> <p><b>Action Plan Category:</b> Revise course syllabus or outline</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>09/24/2012 - F11-Kepplinger: 30 out of 33 students answered the final exam with a score of 2 or better. Therefore 91% of the class performed to expectations.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>09/24/2012 - I would work to increase the score for 100% of the students to a 3-4 on a 4 point rubric for all 3 SLOs.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>
			<p>02/15/2012 - 30 out of 33 students answered the final exam with a score of 2 or better. Therefore, 91% of the class performed to expectations (prof. Kepplinger).</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
			<p>12/19/2011 - Using a rubric: Five out of six groups developed developmentally appropriate activities for their project at the outstanding level. One group was at the adequate level. Four out of six scored outstanding on the play criteria and two scored at the adequate level.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>12/19/2011 - Consider assessing this slo by using individual curriculum planning assignments rather than the group project - this may give us a more refined understanding of each student's level of understanding.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 212 - Child, Family & Community - theories socialization - Analyze theories of socialization that address the interrelationship of child, family and community. (Created By CAN Dept - Early Childhood Education / Child Development)	<p><b>Assessment Method:</b> an exam will be given testing the student's knowledge of socialization theories that address the interrelationship of child, family and community.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b></p>	<p>12/28/2012 - Midterm administered in October. 78% of students received grade of "C" or better on the midterm.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>12/17/2012 - For next semester, I will add a new question on the midterm to hopefully increase the number of students receiving a "C" or better.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		75% of students will receive grade of "C" or better.	<p>09/24/2012 - Sp12- Proett: SLO 1- 80 % of the students answered 70% of the final essay questions successfully.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">SLO data ECE 212 spring 2012 P Proett.doc</a></p> <hr/> <p>05/25/2011 - 77% of students received grade of "C" or better</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <hr/> <p>03/18/2011 - 80% of students received 75% or better on socialization exam</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2009 - 2010</p>	<p>09/24/2012 - Given the overlap between SLO 1 and 2, i will probably assess each SLO differently. One will be assessed via a paper, one via mid term or final and a third perhaps in group work.</p> <hr/> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 212 - Child, Family & Community - impact of factors - Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families. (Created By CAN Dept - Early Childhood Education / Child Development)	<p><b>Assessment Method:</b> Using research, students will write an essay examining the political, socioeconomic and educational impacts on the lives of children and families.</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 75 % of Students will receive a grade of "C" or better.</p>	<p>12/17/2012 - Topic papers were written from the context of one's on personal experiences and "stories". The educational, socioeconomic and cultural factors were all addressed. 92% of students received a grade of "C" or higher on their essays.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <hr/> <p>09/24/2012 - Sp12- Proett: SLO 2- 80 % of the students answered 70% of the final essay questions successfully.</p>	<p>09/24/2012 - Given the overlap between SLO 1 and 2, i will probably assess each SLO differently. One will be</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>assessed via a paper, one via mid term or final and a third perhaps in group work.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>
			<p>05/25/2011 - 75% or more received grade "C" or better</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	
			<p>03/18/2011 - 98% of students received grades of "C" or better on student essays</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2009 - 2010</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 212 - Child, Family &amp; Community - analyze research regarding social issues - Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> An exam will be given that includes content related to current social issues as well as changes that affect children, families, schools and communities.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> students will receive a grade of "C" or better</p>	<p>12/17/2012 - Final exam administered which included questions about the parent/school partnership, supporting families, healthy family dynamics and the role of schools in the socialization process. 89% of students received grade of "C" or better.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	
			<p>09/24/2012 - Sp12- Proett: SLO 3- 80 % of the students 20-25 possible points for written paper.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b></p>	<p>09/24/2012 - Given the overlap between SLO 1 and 2, i will probably assess each SLO differently. One will be assessed via a paper, one via mid term or final and a third perhaps in group work.</p>



SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		"C" or better	<p>The methods were successful. I will continue, and always be open to new ideas for teaching and assessing the outcomes.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 223 Lukas SP12 results.doc</a></p> <hr/> <p>06/02/2011 - 94% of students received a grade of "C" or higher</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 223 - Infant Development - uniqueness - Demonstrate knowledge reflecting each child's uniqueness, competence and vulnerability needs in group care. (Created By CAN Dept - Early Childhood Education / Child Development)	<p><b>Assessment Method:</b> An exam will be given which includes content related to unique needs of infants and toddlers in group care.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> Students will receive grade of "C" or better</p>	<p>09/17/2012 - ECE 223 LA Sp12 results: Lukas</p> <p>SLO 3: The importance of relationships was an on-going theme throughout the semester. The link between culture and identity development was emphasized, and what that meant in terms of caring for other people's children. There were many assignments and class discussions connected to this learning outcome. As in SLO 2, the final exam assessed the students' attitude toward the contexts of development in the first three years. All students responses were sensitive and demonstrated their knowledge of the importance of culture on development, as well as specific strategies for working with families to learn their culture and values. In addition, the students</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>demonstrated an understanding of methods to adapt and support the home culture and language in group care settings.</p> <p>The methods were successful. I will continue, and always be open to new ideas for teaching and assessing the outcomes.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 240 - ECE Admin: Bus/Legal - Licensing Regulations - Students will identify and apply Title 22 licensing regulations to managing a child care business. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Makes a complete and thorough assessment of the classroom using the ECERS-R tool.</p>		
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 240 - ECE Admin: Bus/Legal - Budget - Students will demonstrate ability to create and manage a child care budget. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Makes a complete and thorough assessment of the classroom using the ECERS-R tool.</p>		
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 240 - ECE Admin: Bus/Legal - ECERS-R - Students will demonstrate the ability to evaluate a child care program using the ECERS-R instrument and develop a plan for program improvement based on the results of the evaluation. (Created By CAN Dept -</p>	<p><b>Assessment Method:</b> Makes a complete and thorough assessment of the classroom using the ECERS-R tool.</p>	<p>09/17/2012 - ECE 240 Fall 2011: Patterson SLO#4</p> <p>SLO #4 70% of the students, 20 out of 26 students completed the assignment with a C grade or better. 6 students did not turn in the assignment.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	Early Childhood Education / Child Development)		<p>In reviewing the class results to this assignment, in the future, I will spend more time with activities that help with a better understanding of analyzing data to produce an effective program improvement plan</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 240 SLO4-Patterson Assessment Data Form Fall 2011.doc</a></p> <hr/> <p>02/13/2012 - SLO #4 70% of the students, 20 out of 26 students completed the assignment with a C grade or better. 6 students did not turn in the assignment.</p> <p>In reviewing the class results to this assignment, in the future, I will spend more time with activities that help with a better understanding of analyzing data to produce an effective program improvement plan.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 240 Assessment Data Fall 2011.doc</a></p>	
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 241 - ECE Admin: Human Relations - Leadership skills - SLO1 Students will demonstrate leadership skills appropriate	<p><b>Assessment Method:</b> in small groups, students will make presentations which highlight effective leadership skills and strategies.</p> <p><b>Assessment Method Category:</b></p>	09/24/2012 - Sp12- Patterson: SLO 1 Leadership Reflection paper assignment, 31 papers submitted, average class score 18.03 of 20 possible points, 4 students did not complete assignment. Program	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>to the child care industry. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p>Presentation/Performance  <b>Success Criterion:</b>            students in small groups will receive grade of "C" or better</p>	<p>Administrative Scale Assignment- 30 students submitted assignments, average class score 20.0 out of 20 possible points. Leadership Topic Presentation and or documentation panel, 34 assignments completed, average class score 30.0 our of 30 possible points.</p> <p>Reflection: The class results with a preassessment at the beginning of the semester helped to ascertain the areas of focus for classroom insturction and supporting assignments. The post assessment class results showed the improvement of .61 points in their skil and knowledge of the content areas delivered throughout the semster. The assignments slected supported the SLO's determined for the semester, assessing the student's knowledge where strategies to support the student's development of knowledge and skills throughout the semster. This was a new techniques I implemented in this semester and it helped to udnerstand student's beginning knowledge.</p> <p><b>Result Type:</b>            Criterion met</p> <p><b>Reporting Cycle:</b>            2011 - 2012</p> <p><b>Related Documents:</b>  <a href="#">ECE 241 SLO data spring 2012 M Patterson.doc</a></p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 241            - ECE Admin: Human Relations            - Staff development program - SLO3            Students will develop a comprehensive professional staff development program.</p>	<p><b>Assessment Method:</b>            students will collect information and resources in a portfolio format that demonstrate an understanding of what would be included in a professional staff development program.</p>	<p>09/24/2012 - Sp12-Patterson: SLO3            Class assignments, average class score 20.0 out of 20 possible points.</p> <p><b>Result Type:</b>            Criterion met</p> <p><b>Reporting Cycle:</b></p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	(Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method Category:</b> Portfolio <b>Success Criterion:</b> students will receive grade of "C" or better	2011 - 2012	
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 241 - ECE Admin: Human Relations - Communication Strategies - SLO4 Students will demonstrate effective communication strategies including conflict resolution skills and strategies for parent and teacher conferences. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> in small groups, students will make presentations using role play situations that demonstrate effective communication strategies. <b>Assessment Method Category:</b> Presentation/Performance <b>Success Criterion:</b> student small groups will receive grade of "C" or better.	09/24/2012 - Sp12-Patterson: SLO4 Class assignments, average class score 20.0 out of 20 possible points. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2011 - 2012	
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 241 - ECE Admin: Human Relations - Multiple Systems - SLO2 Students will discuss the importance of recognizing multiple systems within an early childhood setting to include social, political, institutional, religious and cultural aspects. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Preassessment of multiple aspects, Post assessment of multiple aspects, Quiz, Reflection Paper <b>Assessment Method Category:</b> Other <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.	09/24/2012 - Sp12-Patterson: SLO 2 Preassessment, 13 questions assessed, average class score .24. Area of semester attention to increase student's knowledge in recognizing multiple child care systems. Post assessment, 13 questions assessed, average class score .85. Quiz results showed average class score of 15.4 out of 20 possible points. Reflection Paper showed class average score of 15.0 out of 15.0 possible points. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2011 - 2012	
	CAN Dept - Early Childhood Education			

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>/ Child Development - CAN ECE. 242  - Adult Supervision in ECE/CD  - Context and Culture - Define the Supervisory Context and Culture of Early Childhood Settings (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>  in small groups, students will make presentations on topics related to supervision including issues such as culture and team building.  <b>Assessment Method Category:</b>  Presentation/Performance  <b>Success Criterion:</b>  75% of student groups will receive grade of "C" or better</p>	<p>09/24/2012 - Sp12-Proett: SLO 1: 33 of 40 students received full credit on 7 or more questions resulting in 80% of the students achieving success on 7 of 8 questions.  <b>Result Type:</b>  Criterion met  <b>Reporting Cycle:</b>  2011 - 2012  <b>Related Documents:</b>  <a href="#">SLO data ECE 242 spring 2012 P Proett.doc</a></p> <hr/> <p>09/17/2012 - ECE 242 Fall 2011 results: Proett</p> <p>SLO 1: 33 of 40 students received full credit on 7 or more questions resulting in 80% of the students achieving success on 7 of 8 questions.</p> <p>SLO 1: No changes except potential of pre and post testing to help students improve their comprehension.  <b>Result Type:</b>  Criterion met  <b>Reporting Cycle:</b>  2011 - 2012  <b>Related Documents:</b>  <a href="#">ECE 242 Fall 2011 results Proett.doc</a></p> <hr/> <p>02/13/2012 - SLO 1: 33 of 40 students received full credit on 7 or more questions resulting in 80% of the students achieving success on 7 of 8 questions.</p> <p>SIO 1: No changes except potential of pre and post testing to help students improve their comprehension.  <b>Result Type:</b></p>	<p>09/24/2012 - SIO 1: No changes except potential of pre and post testing to help students improve their comprehension.</p> <p><b>Action Plan Category:</b>  Develop new evaluation methods</p> <hr/>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Inconclusive <b>Reporting Cycle:</b> 2011 - 2012  <b>Related Documents:</b> <a href="#">ECE 242 Fall 2011.doc</a>	
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 242 - Adult Supervision in ECE/CD - Appropriate Practices - Demonstrate knowledge of Appropriate Practice and Quality Indicators for ECE and Care settings and implications for Supervision (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> An exam will be given which tests the student's understanding of DAP and its implications for supervision <b>Assessment Method Category:</b> Exam <b>Success Criterion:</b> students will receive grade of "C" or better		
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 242 - Adult Supervision in ECE/CD - Framework for Supervision - Provide evidence of understanding for a framework for supervision including Reflective Practice, Observation, Analysis, Evaluating and Conferencing of staff (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Using research, students will write an essay demonstrating an understanding of the framework for supervision. <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> students will receive grade of "C" or better		
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 244 - Prekindergarten Learning & Dev - guideline identification - Students will be able to list and discuss program guidelines identified by California Department of Education that are essential for high quality	<b>Assessment Method:</b> Essays completed during the semester  <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> 75% of the students will answer the		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	preschool/Prekindergarten programs. (Created By CAN Dept - Early Childhood Education / Child Development)	question with at least 75% accuracy		
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 244 - Prekindergarten Learning & Dev - family effects - Students will be able to discuss societal circumstances that affect families and analyze the impact they have on young children as they enter preschool and kindergarten. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> This SLO was assessed in two ways: a Pre- and Post- test to assess student perception of increases of awareness <b>Assessment Method Category:</b> Pre and post testing	<p>05/19/2011 - Fifteen usable pre- and post -tests were available to determine the attainment of this course outcome. Students were asked to rate themselves on a 10 point scale. The item reads, " I am able to identify societal changes on families and analyze the potential impact these changes have on young children as they enter preschool and kindergarten." The class average rating at the beginning of the class was 5.1 and the class average at the end of the class was 8.5, an increase of 3.4 points.</p> <p>In addition, a test item assessing this outcome was answered correctly by 19/20 students. Those 19 students earned 100% of the available points for that test item.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	
			<p>07/27/2010 - The pre- and post- tests resulted in students assessing themselves an average of 3.5 (on a scale of 10) points higher after completing the class. The greatest gain, 6 points higher, was indicated by two students. The smallest gain, 1 point, was noted by 3 students. The greatest gains were indicated by the most entry level students and the smallest gains were noted by some of the most experienced/confident students. (S = 15)</p> <p><b>Result Type:</b></p>	<p>07/27/2010 - I appreciated that on the pre- and post-tests students, for the most part, did not rate themselves a 10/10 (only 1 student did). I felt that this reflected an awareness that we are still learning about how individual circumstances families face influence their abilities to help their children to be ready for kindergarten.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met</p> <p><b>Reporting Cycle:</b> 2009 - 2010</p>	
		<p><b>Assessment Method:</b> a test item on the final exam.</p> <p><b>Assessment Method Category:</b> Exam</p>	<p>05/19/2011 - Twenty students completed the test item. Nineteen scored 100% of the points available for that test item.</p> <p>In addition, a pre- and post-test item asking students to self assess their increased awareness of this "family effect" indicated that students felt they had significantly added to their understanding. On a 10-point scale, the average change was 3.4 points. The average class beginning rating was 5.1 and the average class ending rating was 8.5. Fifteen pre- and post-tests were usable in this accounting.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	
			<p>07/27/2010 - The test item: In our current society children and their families face many challenges that can get in the way of school success. Identify two of these challenges and describe how a good preschool experience might address the challenge and create (or increase) a child's opportunity for school success.</p> <p>Fifteen students completed the test item at this sitting. 66.6% of the students completed this question and earned the full point value of the question (100%). 33.3% of the students completed this question and earned partial credit (75%).</p>	<p>07/27/2010 - I am not sure that the test item measured student competence accurately. I think that, although students scored well, others might have scored better if assessed in another way. The small group discussions of this topic were richer and more complete than student responses to the test item. I would like to utilize social constructivism for assessment to a greater extent. I believe that that will require short individual "student meetings" and a rubric. I feel that small group work optimizes learning in student populations that are diverse in, not only culture, but also age, work experience, and college experience. My</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2009 - 2010	goal is to strike a balance between mini-lectures, student mentoring, and group process.
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 247 - Foundations for School Success - play and school success - Students will assess children's play to determine their level of development and will demonstrate an understanding of how to add challenges within the context of play to support learning and school readiness. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Video analysis Group or Individual Report Outs <b>Assessment Method Category:</b> Other <b>Success Criterion:</b> 75% of the students will perform at the 75% rate of accomplishment	01/09/2013 - 75% of students could successfully evaluate development within the context of play and identify "next steps" <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2012 - 2013	
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 247 - Foundations for School Success - family engagement - Students will analyze the value of existing school readiness information for families and/or develop materials and engagement strategies to prepare them to support their child's school success. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Essay <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> 75% of the students will answer the question/prompt with at least 75% accuracy	01/09/2013 - 100% of students analyzed the readiness materials and evaluate them for appropriateness of use with parents. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2012 - 2013	01/09/2013 - Some students needed clearer explanations about the expectations of this assignment
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 254 - Anti-Bias Curriculum - critically examine - Critically examine societal and personal attitudes, beliefs, values, assumptions and biases about culture, language, identity, family structures, ability, socio-economic status and other issues influenced by systemic oppression. (Created By CAN Dept - Early Childhood Education / Child	<b>Assessment Method:</b> students will write a personal essay describing their own personal attitudes, cultural beliefs and values. <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> 75% of students will receive a grade of "C" or better	12/17/2012 - Students wrote "topic paper" with 5 choices for them to choose from. Each topic addressed personal and cultural experiences from which students could draw from. 97% of students received a grade of "C" or better. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2012 - 2013	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	Development)		<p>05/25/2011 - 81% of students received grade of "C" or better  <b>Result Type:</b>            Criterion met  <b>Reporting Cycle:</b>            2010 - 2011</p> <hr/> <p>03/29/2011 - 85% of students received grade of "C" or better  <b>Result Type:</b>            Criterion met  <b>Reporting Cycle:</b>            2010 - 2011</p>	
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 254 - Anti-Bias Curriculum - how children learn prejudice - Apply theories on how children learn prejudice and stereotypes to planning curriculum and supports that promote respectful interpersonal relationships. (Created By CAN Dept - Early Childhood Education / Child Development)	<p><b>Assessment Method:</b>            An exam will be given testing student's knowledge and understanding about the ways in which young children learn about stereotypes and prejudice.  <b>Assessment Method Category:</b>            Exam  <b>Success Criterion:</b>            students will receive grade of "C" or better</p>	<p>12/17/2012 - Midterm administered in October included several questions related to stereotypes, prejudice and the teachers role in helping children and parents understand these issues and how to overcome stereotyping and prejudice. Students' examined their own beliefs and biases as well. 78% of students received grade of "C" or better.  <b>Result Type:</b>            Criterion met  <b>Reporting Cycle:</b>            2012 - 2013</p> <hr/> <p>05/25/2011 - 69% of students received grade of "C" or better  <b>Result Type:</b>            Criterion not met  <b>Reporting Cycle:</b>            2010 - 2011</p> <hr/> <p>03/29/2011 - 76% of students received grade of "C" or better on exam  <b>Result Type:</b>            Criterion met  <b>Reporting Cycle:</b></p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2010 - 2011	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 254 - Anti-Bias Curriculum</p> <p>- environments - Critically assess the components of culturally relevant and responsive physical and social environments to create respectful, reciprocal relationships that support and empower families, children and teachers. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> An exam will be given that will test the student's knowledge of the importance of culturally relevant and responsive environments that support reciprocal relationships.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> students will receive grade of "C" or better</p>	<p>12/17/2012 - 5 quizzes over the course of the semester were given, each addressing specific aspects of an environment in an early childhood education setting including how to ensure a responsive environment for children and families. 88% of students received a grade of "C" or better on all 5 quizzes.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	
			<p>05/25/2011 - 79% of students received grade of "C" or better</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	
			<p>03/29/2011 - 87% of students received grade of "C" or better on exam.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 313 - Health and Safety for Children - Assessment Strategies - Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic</p>	<p><b>Assessment Method:</b> Using research, students will write an essay which assesses the strategies used to maximize the mental and physical health of young children and adults in programs</p> <p><b>Assessment Method Category:</b></p>	<p>09/24/2012 - Ap12-Proett: SLO 1,2 and 3 Final exam questions for each SLO, yielding 75% of the students received 80% or better on overall exam.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b></p>	<p>09/24/2012 - Had attempted a pre test to establish ?baseline? and had planned to assess increased knowledge with post test or final exam. After consideration, the two assessment methodologies of pre test and final were too variant. Will align pre and post test exactly for next</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>and developmentally sound practice. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p>Essay <b>Success Criterion:</b> 75% of Students will receive a grade of "C" or better</p>	<p>2011 - 2012 <b>Related Documents:</b> <a href="#">SLO data ECE 313 spring 2012 P Proett.doc</a>  09/17/2012 - ECE 313 fall 2011 results: Proett SLO 1: 27 of 39 students answered 7 out of 8 mid term questions. That achievement was slight below target of 70%.  Assessment measure may need to change to final exam or combination of 3 or 4 quizzes. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2011 - 2012 <b>Related Documents:</b> <a href="#">ECE 313 fall 2011 results-Proett.doc</a></p>	<p>assesment cycle.  <b>Action Plan Category:</b> Develop new evaluation methods</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 313 - Health and Safety for Children - Identify Risks - Identify health, safety, and environmental risks in children's programs. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Students will answer six questions on the midterm exam related to identifying health, safety, and environmental risks in children's programs. <b>Assessment Method Category:</b> Exam</p>	<p>09/24/2012 - Sp12- Proett: SLO 1,2 and 3 Final exam questions for each SLO, yiedling 75% of the students received 80% or better on overall exam. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2011 - 2012  02/13/2012 - 27 out of 39 students answered 7 out of 8 mid term questions. That achievement was slight below target of 70%.</p>	<p>09/24/2012 - Had attempted a pre test to establish ?baseline? and had planned to assess increased knowledge with post test or final exam. After consideration, the two assessment methodologies of pre test and final were too variant. Will align pre and post test exactly for next assesment cycle.  <b>Action Plan Category:</b> Develop new evaluation methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Assessment measure may need to change to final exam or combination of 3 or 4 quizzes.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 313 Fall 2011.doc</a></p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 313 - Health and Safety for Children - Nutritional Needs - Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> An exam will be given to students testing their knowledge of the nutritional needs of young children at various ages.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> students will receive grade of "C" or better</p>	<p>09/24/2012 - Sp 12: Proett: SLO 1,2 and 3 Final exam questions for each SLO, yielding 75% of the students received 80% or better on overall exam.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>09/24/2012 - Had attempted a pre test to establish ?baseline? and had planned to assess increased knowledge with post test or final exam. After consideration, the two assessment methodologies of pre test and final were too variant. Will align pre and post test exactly for next assesment cycle.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 333 - Observational Skills - Compare ECE Settings - Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> An exam will be given with content related to formal and informal observation and assessment strategies.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> 75% of students will receive grade of "C" or better</p>	<p>05/29/2013 - The 29 students completing this answer averaged 80.41% accuracy. However, 8 students scored lower than 70%.</p> <p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>05/29/2013 - I will include an exerzise during the final weeks of the semester that encourages comparison and contrast so that the students are familiar with the task.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 333</p> <ul style="list-style-type: none"> <li>- Observational Skills</li> <li>- Evaluate Assessment Tools - Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics. (Created By CAN Dept - Early Childhood Education / Child Development)</li> </ul>	<p><b>Assessment Method:</b> An exam will be given which tests the student's knowledge of the strengths and limitations of common assessment tools</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> students will receive a grade of "C" or better</p>	<p>05/29/2013 - The 29 students completing this answer averaged 87.80% accuracy. However, 6 students scored lower than 70%.</p> <p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>05/29/2013 - I will have students develop a comparative study guide over the course of the semester.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 333</p> <ul style="list-style-type: none"> <li>- Observational Skills</li> <li>- Systematic Observation Methods - Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development. (Created By CAN Dept - Early Childhood Education / Child Development)</li> </ul>	<p><b>Assessment Method:</b> in small groups, students will make presentations demonstrating appropriate and systematic observation methods related to children's development</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> Student groups will receive grade of "C" or better</p>	<p>05/29/2013 - Students in this class presented their completed DRDP and their completed ECERS -R to each other within small groups. DRDP: 24 students earned a C or better , 5 earned less than a C or did not submit results. ECERS- R: 25 students earned a C or better, 4 earned less than a C or did not submit results.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p>05/29/2013 - I will continue to work with students to be sure they hand in work.</p> <p><b>Action Plan Category:</b> Other</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 333</p> <ul style="list-style-type: none"> <li>- Observational Skills</li> <li>- Assess Partnerships - Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies. (Created By CAN Dept - Early Childhood Education / Child Development)</li> </ul>	<p><b>Assessment Method:</b> Using research, students will write an essay demonstrating their understanding of the value of partnerships with parents and the use of observational data.</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> students will receive grade of "C" or better</p>	<p>05/29/2013 - 28 out of 29 students were able to answer this question with a C or better. One student chose not to answer it.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p>05/29/2013 - No action necessary.</p> <p><b>Action Plan Category:</b> Other</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 335 - Handling Behavior - Identify Childrens Behavior - Identify, define and discuss the principles of child development and articulate how this furthers an understanding of children and behavior. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> An exam will be given with content related to the principles of child development</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> 75% of students will receive a grade of "C" or better</p>	<p>09/17/2012 - ECE 335 results Fall 2011: Baxter</p> <p>SLO #1: 91% of the students achieved the SLO</p> <p>75% of the students achieved the SLO at the mastery level 16% of the students achieved the SLO at a satisfactory level 9% of the students did not achieve the SLO</p> <p>Slightly more emphasis needs to be placed on a review of basic child development knowledge at the beginning of the course. More use of videos to practice observing together in class and applying the knowledge of child development to an understanding of children's behavior would also enhance the students' abilities in applying this material to vignettes (as it is displayed on the test) and to real life observations in the field.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 335 SLO1 Baxter fall 2011 results.doc</a></p> <p>02/13/2012 - Professor Baxter- SLO #1: 91% of the students achieved the SLO</p> <p>75% of the students achieved</p>	<p>02/13/2012 - Slightly more emphasis needs to be placed on a review of basic child development knowledge at the beginning of the course. More use of</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
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the SLO at the mastery level  
 16% of the students achieved the SLO at a satisfactory level  
 9% of the students did not achieve the SLO

Slightly more emphasis needs to be placed on a review of basic child development knowledge at the beginning of the course. More use of videos to practice observing together in class and applying the knowledge of child development to an understanding of children's behavior would also enhance the students' abilities in applying this material to vignettes (as it is displayed on the test) and to real life observations in the field.

**Result Type:**  
 Inconclusive  
**Reporting Cycle:**  
 2011 - 2012  
**Related Documents:**  
[ECE 335 Baxter -F11.doc](#)

videos to practice observing together in class and applying the knowledge of child development to an understanding of children's behavior would also enhance the students' abilities in applying this material to vignettes (as it is displayed on the test) and to real life observations in the field.

**Action Plan Category:**  
 Use New or Revised Teaching methods

CAN Dept - Early Childhood Education / Child Development - CAN ECE. 335 - Handling Behavior - Theories of Guidance - Identify various theories of guidance and discipline and how each applies to the application of guidance with young children. (Created By CAN Dept - Early Childhood Education / Child Development)

**Assessment Method:**  
 Using research, students will write an essay demonstrating their knowledge of theories of guidance and discipline  
**Assessment Method Category:**  
 Essay  
**Success Criterion:**  
 students will receive grade of "C" or better

CAN Dept - Early Childhood Education / Child Development - CAN ECE. 335

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>- Handling Behavior</p> <p>- List Techniques - List and demonstrate specific guidance techniques that influence children's behavior. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> an exam will be given testing student knowledge of specific guidance techniques</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> students will receive grade "C" or better</p>	<p>02/13/2012 - Professor Dillman-I used SLO 3 for my assessment. SLO 3 - List and demonstrate specific guidance techniques that influence children's behavior. First I aggregated the points awarded for the 2 short assignments, the guidance technique in class demonstration and question #3 and #4 of the final exam that all related to this SLO. I found that 73% of students received 52 pts or above out of a total possible of 65pts (an A or B). And I looked at the results for each type of work separately. I found that, on the two short assignments that involved reading, choosing a strategy to try out and then writing briefly about the experience, 75% of students received between 7-10 points out of a total of 10 points. On the in-class presentation/ demonstration of a guidance strategy, which was worth 40 points, students worked particularly hard to show what they could do. 80% of students received 35 points or better (A or B). On the Final, questions #3 and #4 (worth 15 points), I found that 42% of students received 80% or more points. This last is in contrast to the scores on the Final as a whole, worth 50 points, for which only 34% of students got an A or B, 23% got a C and 41% got a D! I believe the experience students got in trying out guidance techniques, talking and writing about them in class and in assignments, better prepared them to write about them on the final. I marked quite a few students with 0 points for some questions on the final because they had engaged in plagiarism from the text, internet or course powerpoints. On questions #3 and #4, however, students wrote more effectively in their own words about their experiences and could</p>	<p>02/13/2012 - Based on this assessment, and other assessments I have done, I plan to make a BIG point in the beginning of the class of the college's policy on plagiarism. I will create an in-class exercise, asking T or F is it plagiarism or not, using examples. I will also ask for a longer writing assignment earlier in the semester to see how they are doing. Some students performed much better on in-class assignments, presentations and homework that involved practising and writing about an activity or conducting an interview, than they did on the Final exam. I think I want to continue to use a variety of assignments in order to highlight the strengths of different students. I would like to change SLO 22 - Identify the various theories of guidance and discipline and how each applies to the application of guidance with young children. Many child guidance techniques do not fall neatly into the camp of one theorist or another. Many are a blend. I believe it is more critical for students to be able to identify, describe, and learn to use a guidance technique and to be able to describe in what situations, or with which age groups it might be most effective.</p> <p>Because this was my first Cañada College course, I had much to learn.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>successfully give examples.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 335 -Dillman- Fall 2011.doc</a></p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 362</p> <ul style="list-style-type: none"> <li>- Communicating with Parents</li> <li>- Communication Skills - Critically examine effective communication skills needed by ECE teachers and professionals. (Created By CAN Dept - Early Childhood Education / Child Development)</li> </ul>	<p><b>Assessment Method:</b> in small groups, students will make presentations demonstrating effective communication strategies.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> 75% of student groups will receive grade of "C" or better</p>		
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 362</p> <ul style="list-style-type: none"> <li>- Communicating with Parents</li> <li>- Communication with Parents - Demonstrate knowledge of how to communicate with parents (Created By CAN Dept - Early Childhood Education / Child Development)</li> </ul>	<p><b>Assessment Method:</b> Using research, students will write an essay demonstrating their knowledge of how to communicate with parents</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> students will receive grade of "C" or better</p>		
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 362</p> <ul style="list-style-type: none"> <li>- Communicating with Parents</li> <li>- Parent-Teacher Relationships - Demonstrate an understanding of the importance and value of positive parent-</li> </ul>	<p><b>Assessment Method:</b> An exam will be given testing student understanding of the importance of positive teacher/parent relationships.</p> <p><b>Assessment Method Category:</b> Exam</p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	teacher relationships in an ECE setting. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Success Criterion:</b> students will receive grade of "C" or better		
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 366 - Practicum in Early Child. Ed. - Reflective Teaching Practices - Critically assess one's own teaching experiences to guide and inform practice. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Faculty will use data gathered from these assessments to assess the level of reflection that students achieved using an instructor designed tool. <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> Students will show evidence of reflection in their mid-term and final evaluations.	12/14/2013 - All students, in both sections conducted mid-term and final self evaluations. Students practiced reflection and made plans at the mid-term to make changes to their behavior in their practicum hours. Final evaluations showed both reflection and improvements in outcomes. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2013 - 2014	12/14/2013 - Continue requiring the mid-term and final self-assessments. Get feedback on the clarity of the tool from students and Master Teacher supervisors.  <b>Action Plan Category:</b> Other
			12/13/2012 - All 15 students in the class participated in reflection throughout the semester. Each week the students participated in a discussion forum that provided the opportunity for them to reflect on the work that they were doing at their placement. <b>Result Type:</b> Inconclusive <b>Reporting Cycle:</b> 2012 - 2013	12/13/2012 - Develop a tool to assess the level of reflection demonstrated in the discussion forum.  <b>Action Plan Category:</b> Develop new evaluation methods
			05/29/2012 - All 17 students in the class participated in reflection throughout the semester. Each week the students participated in a discussion forum that provided the opportunity for them to reflect on the work that they were doing at their placement. <b>Result Type:</b> Inconclusive <b>Reporting Cycle:</b> 2011 - 2012	05/29/2012 - Develop tool to assess reflection exhibited in discussion forum.  <b>Action Plan Category:</b> Develop new evaluation methods

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>12/31/2011 - All 33 of the students who completed 366 during fall 11 completed their mid and final evaluations. These evaluations include qualitative feedback on their skills and abilities as demonstrated in their ece placement.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	<p>12/31/2011 - Continue to use the mid-term and self-evaluations. Work with group to improve the tool.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 366 - Practicum in Early Child. Ed. - Integrate Developmental Theory - Demonstrate an understanding of child development theory and its application in their work with children and by their ability to maintain healthy, safe, respectful, supportive and challenging learning environments for all children. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Students will reference developmental theory in their weekly blog assignments as they respond to the prompts developed by faculty.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Success Criterion:</b> Students will include references to developmental theory in at least 3 blog posts per semester.</p>	<p>12/13/2012 - Students referenced developmental theory an average of 3.4 times. However, half of the students averaged fewer than 3 references to theory.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <hr/> <p>05/29/2012 - Students averaged 1.8 references to developmental theory in their discussion posts.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>12/13/2012 - Further refine discussion prompts to increase the percentage of students who are effectively referencing developmental theory.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p> <hr/> <p>05/29/2012 - Revise discussion posts to prompt students to consider developmental theory as they answer.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>
			<p>12/31/2011 - Of the 32 students in two sections of 366, twenty referenced developmental theory at least once in their weekly blog assignment. Five twice. Three three times. Two six. Two seven. We realized that the prompts that we used were not explicit enough &amp; one section had major technical problems.</p> <p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b></p>	<p>12/31/2011 - The instructors plan to update the discussion forum prompts and use a better tool on WebAccess.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2010 - 2011	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 366 - Practicum in Early Child. Ed. - Implement Activities - Design, implement and evaluate curriculum activities that are based on observation and assessment of young children. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Students will demonstrate their ability to plan and impliment curriculum activities while at their Practicum placement. Either through demonstration or through written forum assignment.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> Students will have planned and implimented a curriculum activity for a group of children.</p>	<p>12/14/2013 - All students completing the course presented documentation panels for two assignments: Small Group Activity and Large Group Activity. These panels demonstrated a solid understanding of play-based activities based on observation and assessment of the children in their placement classroom.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p>12/14/2013 - In the next semester we will be adding more specific topical content to the Small Group and Large group assignments so that students will be practicing and presenting on Math Concepts and Literacy Activies.</p> <p><b>Action Plan Category:</b> Revise course syllabus or outline</p>
			<p>12/13/2012 - Students plan, prepare for and do both a small and large group activity. They plan with their master teacher and write about it in the weekly discussion forum. All but one of the students participated in the large group poster presentation and they averaged a 17.06 out of 20 points. All students participated in the small group poster session and they averaged 17.86 out of 20 points.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>12/13/2012 - continue assessing and consider new ways to introduce the documentation panel during class time.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
			<p><b>Related Documents:</b> <a href="#">SLOAC ECE 366_activities_rubric.docx</a></p>	
			<p>05/25/2012 - Students planned small and large group activities with the help of their master teachers. They did the activity with children and then they created a documentation panel to present</p>	<p>05/29/2012 - Continue evaluation, revise rubric</p> <p><b>Action Plan Category:</b></p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>in class. All of the students completed a panel for the large group activity. In section B students scored an average of 17.28 out of 20 and section B scored an average of 15.92</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">SLOAC ECE 366_activities_rubric.docx</a></p>	<p>Conduct Further Assessment</p>
			<p>12/31/2011 - Unable to assess fully because we did not ask students to bring evidence to class - we asked them to upload the info in a weekly discussion forum.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">Rubric for Small Group Activity.docx</a></p>	<p>03/10/2012 - Develop a rubric. Add an in class demonstration panel for the students large and small group activities.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 382 - Male Involvement in E.Chldhood - Define Impact - Define the impact and importance of men being involved in the lives of young children. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> An exam will be given which tests the students understanding of the impact and importance of men in the lives of young children.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> 75% of students will receive a grade of "C" or better</p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 382 - Male Involvement in E.Childhood - Discribe Barriers - Describe and define the barriers and issues that impede male involvement with young children. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Using research, students will write an essay defining the barriers and issues that mpede male involvement with young children <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> students will receive grade of "C" or better		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students completing this program will demonstrate an understanding of theory and major trends in early childhood into an understanding of the needs of young children by developing and maintaining healthy, safe, respectful, challenging and culturally responsive learning environments.	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 191 - Children's Literature - IND Critical Responses - Students will critically read, discuss and interpret texts of children?s literature while formulating and developing independent critical responses (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Discuss the value of children's literature and how it contributes to the development of children?s literacy skills from infancy to adolescence. <b>Success Criterion:</b> 75% of students will receive letter grade of "C" or better.	09/24/2012 - Sp12-Wiggins Dowler: SLO # 1:&#8194;&#8194;&#8194;Illustrator Study: 70% of Students will achieve greater than 75/100% grade. &#8194; 11.25/15 points= 75% of which 88% of students achieved goal  Overall average score was 92%.  Trad. Lit. Research Project: 70% of Students will achieve greater than 75/100% grade. 8.25/11 points=75% of which 89% of students achieved goal Overall average score was 89%.  Quizzes: 70% of Students will achieve greater than 75/100% grade. 77.3% of students achieved goal.  Overall average score was 84%. <b>Result Type:</b> Criterion met	09/24/2012 - &#8194;Embedded in the young adult novel are the story elements that the students should know. A majority of the students had difficulty with the story elements so I need to infuse the rest of the curriculum with more attention to story elements.  The students were extremely anxious with the quizzes so, in order to get the students more prepared, I will institute a scavenger hunt activity with the text within a group context prior to each quiz.  <b>Action Plan Category:</b> Use New or Revised Teaching methods

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">Wiggins Dowler: SLO reporting form ECE 191 Spring 12.doc</a></p> <hr/> <p>09/17/2012 - ECE 191 Sp12 results: Wiggins-Dowler SLO # 1:Illustrator Study: 70% of Students will achieve greater than 75/100% grade. 11.25/15 points= 75% of which 88% of students achieved goal Overall average score was 92%.</p> <p>Trad. Lit. Research Project: 70% of Students will achieve greater than 75/100% grade. 8.25/11 points=75% of which 89% of students achieved goal Overall average score was 89%.</p> <p>Quizzes: 70% of Students will achieve greater than 75/100% grade. 77.3% of students achieved goal. Overall average score was 84%.</p> <p>Embedded in the young adult novel are the story elements that the students should know. A majority of the students had difficulty with the story elements so I need to infuse the rest of the curriculum with more attention to story elements.</p> <p>The students were extremely anxious with the quizzes so, in order to get the students more prepared, I will institute a scavenger hunt activity with the text</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>quiz.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 191</p> <p>- Children's Literature</p> <p>- Analytical writing - Students will be able write coherent, analytical and original responses to course content.</p> <p>(Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b></p> <p>Describe key literacy elements within children's literature and how children's comprehension of content changes with age</p>	<p>09/24/2012 - Sp12-Wiggins Dowler:</p> <p>SLO #2:</p> <p>Forums: 70% of Students will achieve greater than 75/100% grade.</p> <p>12/16 points=75% of which 80% of students achieved goal.</p> <p>Overall average score was 95%.</p> <p>Young Adult Novel Critique: 70 of Students will achieve greater than 75/100% grade.</p> <p>7.5/10 points=75% of which 80% of students achieved goal</p> <p>Overall average score was 80%</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
			<p>09/17/2012 - ECE 191 Sp12 results:</p> <p>Wiggins-Dowler</p> <p>SLO #2: Forums: 70% of Students will achieve greater than 75/100% grade.</p> <p>12/16 points=75% of which 80% of students achieved goal.</p> <p>Overall average score was 95%.</p> <p>Young Adult Novel Critique: 70 of Students will achieve greater than 75/100% grade.</p> <p>7.5/10 points=75% of which 80% of students achieved goal</p> <p>Overall average score was</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>80%</p> <p>Embedded in the young adult novel are the story elements that the students should know. A majority of the students had difficulty with the story elements so I need to infuse the rest of the curriculum with more attention to story elements.</p> <p>The students were extremely anxious with the quizzes so, in order to get the students more prepared, I will institute a scavenger hunt activity with the text within a group context prior to each quiz.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 192 - Children's Literature II - interpret texts - Critically read, discuss and interpret texts of the following genres within children's literature, poetry, multicultural books, informational books and biographies, realistic fiction and historical fiction. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> students will be quizzed on different genres: illustrator study, traditional literature analysis; pre and post surveys.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> 60% of students will receive grade of "C" or better</p>	<p>02/13/2012 - SLO 1: Quizzes on Different Genres: Average grade:: 80% Student Survey: 30.5% combined Agree/Strongly Agree Rating on Pre-Test/100% Post-Test</p> <p>When the assignments related directly to their individual lives/opinions and their present work then the scores were much higher. I need to rethink how to have the students retain the specific information regarding the different genres when taking the quizzes.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 201 - Child Development - Theory - SLO 2: Compare and contrast the major and emerging developmental theories used as the foundational theories in the field of early childhood education. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>            Essay and short answer questions on exams. Questions and answers will include the major and emerging developmental theories.</p> <p><b>Assessment Method Category:</b>            Exam</p> <p><b>Success Criterion:</b>            Students will be able to identify and define the major developmental theories and then compare and contrast them to each other.</p>	<p>09/14/2012 - Fall 2011: Student oral feedback from debriefing showed enthusiasm as to usefulness of knowledge. As a group they built confidence in understanding the ideas of the theorists both pro and con as well as application to their work.</p> <p>Reflections: Considering the needs of these diverse learners from the Latino community, an instructor may have a more authentic assessment orally rather than written. Some members of this community experience extreme stress with written work (they do it but it is difficult to assess student understanding of concepts). Working collaboratively and in smaller groups increased confidence and therefore understanding.</p> <p><b>Result Type:</b>            Criterion met</p> <p><b>Reporting Cycle:</b>            2011 - 2012</p> <p><b>Related Documents:</b>  <a href="#">SLO2-ECE201 Fall 2011.docx</a></p>	
			<p>09/14/2012 - Spring 2012: Lukas-SLO 2: Throughout the semester, we studied the theories connected each developmental stage. They followed the theories of Piaget, Vygotsky, Erikson, and Freud from infancy through adolescence. They were able at the end of the semester to compare and contrast as well as demonstrate how the theories complement each other. All students were successful at a basic level. Many students were successful at a more advanced level of understanding.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
			<p>02/13/2012 - SPANISH Student oral feedback from debriefing showed enthusiasm as to usefulness of knowledge. As a group they built confidence in understanding the ideas of the theorists both pro and con as well as application to their work.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>02/13/2012 - Considering the needs of these diverse learners from the Latino community, an instructor may have a more authentic assessment orally rather than written. Some members of this community experience extreme stress with written work (they do it but it is difficult to assess student understanding of concepts). Working collaboratively and in smaller groups increased confidence and therefore understanding.</p>
				<p><b>Action Plan Category:</b> Conduct Further Assessment</p>
			<p>02/13/2012 - SLO 2: Score # of students 5/5 13 4.5/5 7 4/5 1 Did not complete 9 Average Score 4.78</p>	
			<p>For both the SLO 1 and SLO 2, a high percentage of students obtained a score of 4/5 or better. those SLO's require minimal adjustment which will continue to be addressed through lectures and related activities.</p>	
			<p>Although improving, SLO 3 will require additional teaching in lectures and in related activities. The concepts presented in the textbook are complicated, especially for students who are not primarily English speaking. In addition, I believe the students are not prepared for how complicated the course</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up								
			<p>is. I believe they are expecting a much simpler course.</p> <p>I believe that student are entering this course with limited English language skill and experience and this is challenging their success in a complicated course.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <hr/> <p>03/22/2011 - SLO 2: Score # of students</p> <table> <tr> <td>5/5</td> <td>8</td> </tr> <tr> <td>4.5/5</td> <td>9</td> </tr> <tr> <td>4/5</td> <td>2</td> </tr> <tr> <td>Did not complete</td> <td>9</td> </tr> </table> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <hr/>	5/5	8	4.5/5	9	4/5	2	Did not complete	9	
5/5	8											
4.5/5	9											
4/5	2											
Did not complete	9											
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 201 - Child Development</p> <p>- Ages v Stages - SLO 3: Analyze the interaction between maturational processes and social/environmental factors and the effects on various areas of development birth through adolescence. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Essay questions on MidTerm Examination and/or final examination regarding the interaction of maturation and social/environmental influences.</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> Students will successfully answer essay questions using scientific language to discuss the interaction of maturation and social/environmental influences.</p>	<p>12/21/2012 - Dilko: Out of the 25 students who completed the exam question, 3 chose not to answer the question regarding the interaction of maturation and social/environmental influences.</p> <p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <hr/> <p>09/14/2012 - Spring 2012: Lukas SLO3: The interaction of nature and nurture was studied throughout the semester. One assignment in particular asked</p>	<p>12/21/2012 - Revise the question.</p> <hr/>								

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
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students to think about their own experience and development. They wrote about the influence of genetics and experience on their own development looking at a particular characteristic. This same question was repeated at the end of the semester. Those students that struggled with it early in the semester were successful in expressing their understanding of this concept at the end of the semester.

**Result Type:**

Criterion met

**Reporting Cycle:**

2011 - 2012

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02/13/2012 - SLO 3: Score Question 22

- 5/5 13 students
- 4/5 3 students
- 3/5 4 students
- 2/5 4 students
- 1/5 4 students
- 0/5 5 students

Average Score? 3.06

For both the SLO 1 and SLO 2, a high percentage of students obtained a score of 4/5 or better. those SLO's require minimal adjustment which will continue to be addressed through lectures and related activities.

Although improving, SLO 3 will require additional teaching in lectures and in related activities. The concepts presented in the textbook are complicated, especially for students who are not primarily English speaking. In addition, I believe the students are not prepared for how complicated the course is. I believe they are expecting a much simpler course.

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up												
			<p>I believe that student are entering this course with limited English language skill and experience and this is challenging their success in a complicated course.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 201 Fall 2011.doc</a></p>													
			<p>12/19/2011 - 80% of students were able to identify at least one aspect of the interaction between maturation and the social/environmental factors at adolescence.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>12/19/2011 - Structure quiz questions to ask for the students understanding at each developmental level.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>												
			<p>06/02/2011 - 67% of students answered the essay question successfully. 20% of students answered the question partially. 13% of the students failed to answer the question adequately.</p> <p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>													
			<p>03/22/2011 - SLO 3: Score Question 19 Question 20</p> <table border="0"> <tr> <td>3/3</td> <td>12 students</td> <td>9 students</td> </tr> <tr> <td>2/3</td> <td>15 students</td> <td>14 students</td> </tr> <tr> <td>1/3</td> <td>0 students</td> <td>3 students</td> </tr> <tr> <td>0/3</td> <td>4 students</td> <td>5 students</td> </tr> </table> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b></p>	3/3	12 students	9 students	2/3	15 students	14 students	1/3	0 students	3 students	0/3	4 students	5 students	
3/3	12 students	9 students														
2/3	15 students	14 students														
1/3	0 students	3 students														
0/3	4 students	5 students														

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2009 - 2010	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 210  - Early Child Ed Principles  - professional philosophy - Identify the underlying theoretical perspective in forming a professional philosophy.  (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>  Using research methods, students will write an essay describing characteristics of professional philosophy  <b>Assessment Method Category:</b>  Essay  <b>Success Criterion:</b>  students will receive grade of "C" or better.</p>	<p>09/17/2012 - ECE 210 Sp12 results:  Magidoff  SLO2</p> <p>Question #1: Describe an ECE curriculum.  Results=99% of class received 100% on this , 1% received a 0 for leaving unanswered.</p> <p>Question #2: What is the difference between positive guidance and discipline?  Results=100% answered correctly</p> <p>Question #3: How can teacher?s support a child?s racial identity?  Results=15% received 100%, 85% received 75% correct  answer&amp;#8194;&amp;#8194;&amp;#8194;&amp;#8194;</p> <p>The question on racial identity was based on a film we saw where teachers are told to ask a parent what race they would like their child to identify with. During our pre-test review I highlighted that a question on the film on Bi-Cultural families would be on the exam. I think in the future I will create a study guide to go along with the film rather than rely on the students to take their</p> <p><b>Result Type:</b>  Criterion met  <b>Reporting Cycle:</b>  2011 - 2012  <b>Related Documents:</b></p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p><a href="#">ECE 210 sp12 Magidoff.doc</a></p> <p>02/13/2012 - SLO2: Analyze relationship between observation, planning and implementation and assessment in developing teaching strategies and positive learning and development. Will students be able to understand correlation between all aspects of observation and the implications to developing programs. In Midterm exam asked students to identify Montessori as stressing the value of observation and assessment in program implementation. 75% of students received full credit for their correct answer.</p> <p>SLO2: Will do an observation and interpretation exercise as extra credit assignment next semester. So students can have the opportunity to put this tool into practice..</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 210 - Early Child Ed Principles - implement standards of quality - Demonstrate knowledge of NAEYC standards of quality and how to implement them in an early childhood settings that support all children including those with diverse characteristics and their families. (Created By CAN Dept - Early Childhood Education / Child</p>	<p><b>Assessment Method:</b> An exam will be given to determine student understanding of NAEYC standards of quality.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> students are able to demonstrate knowledge of the standards and how they specifically relate to ECE/CD settings. Students will also understand the relationship between the standards</p>	<p>09/17/2012 - ECE 210 results for Sp12 ? Magidoff SLO#3</p> <p>Question #1: Describe an ECE curriculum. Results=99% of class received 100% on this, 1% received a 0 for leaving unanswered.</p> <p>Question #2: What is the difference between positive guidance and</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	Development)	and the NAEYC accreditation process.	<p>discipline? Results=100% answered correctly</p> <p>Question #3: How can teacher?s support a child?s racial identity? Results=15% received 100%, 85% received 75% correct answer&amp;#8194;&amp;#8194;&amp;#8194;&amp;#8194;4;</p> <p>The question on racial identity was based on a film we saw where teachers are told to ask a parent what race they would like their child to identify with. During our pre-test review I highlighted that a question on the film on Bi-Cultural families would be on the exam. I think in the future I will create a study guide to go along with the film rather than rely on the students to take their</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 210 SLO2-Magidoff SP12 results.doc</a></p> <hr/> <p>02/13/2012 - SLO3: Interpret best and promising teaching practices as definrd within the field of early care and education including an historical overview, range of delivery systems, program philosophies and ethical standards. In exam asked students to identify NAEYC Code of Ethics. I feel students were confused by this question and the concept of Quality in care/teachers. Only 50% of total students in both combined classes received full credit for thiis question.</p> <p>SLO3: Have lined up a speaker who</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>does accreditation for NAEYC to speak to class next semester and stress ethics and standards of NAEYC.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 210 Fall 2011.doc</a></p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 211 - Early Child Ed Curriculum - DAP - Describe the principles of Developmentally Appropriate Practice (DAP) and explain their influence on early childhood curriculum development and teaching strategies. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Students will answer the question: Identify three of the twelve principles of DAP and describe in detail how the principle influences early childhood curriculum development.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> 80% of students will be able to properly answer this question with appropriate references to the text and ancillary materials.</p>	<p>12/14/2013 - Changed the question in a way that made it more open-ended and the students did much more poorly. I asked them to describe DAP and explain its influence on early childhood curriculum development. As a result, many fewer students cited any of the 12 principles that were studied in class. The answers were vague.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p>12/14/2013 - Will revise the exam question so that I ask for specific examples from the 12 principles and I will administer the exam earlier in the semester so that I can be sure that students are able to recall and use the principles in later work in the class</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>
			<p>09/24/2012 - F11-Keplinger: 91% of the class performed to expectations.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 211-Keplinger Fall 2011 results.pdf</a></p>	<p>09/24/2012 - I would work to increase the score for 100% of the students to a 3-4 on a 4 point rubric for all 3 SLOs.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>
			<p>02/15/2012 - 91% of the class performed to expectations (prof. Keplinger).</p> <p><b>Result Type:</b> Criterion met</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 211 results F11.pdf</a></p>	
			<p>12/19/2011 - 13 out of 22 students were able to identify 3 of the 12 DAP principles and describe in detail how the principle influences curriculum development. 8 of the students identified the principle but did not include details. One student did not complete the final.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>12/19/2011 - Continue to assess.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 211 - Early Child Ed Curriculum - Evidence based practice - Describe the importance of observation and documentation in the curriculum development process. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Student will describe the importance of observation and documentation in the curriculum development process.</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 80% of students will be able to properly answer this question with appropriate references to the text and ancillary materials.</p>	<p>12/14/2013 - Students were asked to describe the importance of observation, assessment and documentation. 85% answered at a C or higher with simple references to course materials.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p>12/14/2013 - While the students were able to answer the question, I plan to move the exam to an earlier date in the semester so that I can assess comprehension of these critical tasks earlier in the class content.</p> <p><b>Action Plan Category:</b> Revise course syllabus or outline</p>
			<p>09/24/2012 - F11-Kepplinger: 33 out of 33 students answered the final exam with a 2 or better score. 100% of hte clas performed to expcetations.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>09/24/2012 - I would work to increase the score for 100% of the studetns to a 3-4 on a 4 point rubric for all 3 SLOs.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>
			<p>02/15/2012 - 33 out of 33 studetns answered the final exam with a 2 or better score 100% of hte class performed</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>to expectations (prof. Keplinger).</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
			<p>12/19/2011 - 14 out of 22 students were able to describe observation and documentation and describe their importance in the curriculum development process. 7 out of 22 answers lacked clarity, and one student did not complete the final.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>12/19/2011 - Continue to assess.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 211</p> <p>- Early Child Ed Curriculum</p> <p>- Play-based curriculum - Demonstrate a working understanding of a play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.</p> <p>(Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> In small groups, students will deliver a group presentation demonstrating a developmentally appropriate curriculum plan that emphasizes the value and importance of play.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> Student groups will receive grade of "C" or better.</p>	<p>12/14/2013 - 100% of students who participated in the group project were able to present a play-based curriculum project to the class. With the addition of an individual paper on the topic I was able to assess the students personal understanding of the implementation of a play-based curriculum. The results from the paper indicate that closer to 75% of the students could articulate the basis of the group presentation in a way that demonstrated a full understanding of the project.</p> <p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>12/14/2013 - Continue assigning a paper along with the group presentation, work with individual groups prior to the presentation to be sure that all students are participating</p> <p><b>Action Plan Category:</b> Revise course syllabus or outline</p>
			<p>09/24/2012 - F11-Kepplinger: 30 out of 33 students answered the final exam with a score of 2 or better. Therefore 91% of the class performed to</p>	<p>09/24/2012 - I would work to increase the score for 100% of the students to a 3-4 on a 4 point rubric for all 3 SLOs.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>expectations.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <hr/> <p>02/15/2012 - 30 out of 33 students answered the final exam with a score of 2 or better. Therefore, 91% of the class performed to expectations (prof. Keplinger).</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p> <hr/>
			<p>12/19/2011 - Using a rubric: Five out of six groups developed developmentally appropriate activities for their project at the outstanding level. One group was at the adequate level. Four out of six scored outstanding on the play criteria and two scored at the adequate level.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>12/19/2011 - Consider assessing this slo by using individual curriculum planning assignments rather than the group project - this may give us a more refined understanding of each student's level of understanding.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p> <hr/>
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 212 - Child, Family & Community - theories socialization - Analyze theories of socialization that address the interrelationship of child, family and community. (Created By CAN Dept - Early Childhood Education / Child Development)	<p><b>Assessment Method:</b> an exam will be given testing the student's knowledge of socialization theories that address the interrelationship of child, family and community.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> 75% of students will receive grade of "C" or better.</p>	<p>12/28/2012 - Midterm administered in October. 78% of students received grade of "C" or better on the midterm.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <hr/> <p>09/24/2012 - Sp12- Proett: SLO 1- 80 % of the students answered 70% of the final essay questions successfully.</p>	<p>12/17/2012 - For next semester, I will add a new question on the midterm to hopefully increase the number of students receiving a "C" or better.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p> <hr/> <p>09/24/2012 - Given the overlap between SLO 1 and 2, I will probably assess each SLO differently. One will be</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">SLO data ECE 212 spring 2012 P Proett.doc</a></p> <hr/> <p>05/25/2011 - 77% of students received grade of "C" or better</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <hr/> <p>03/18/2011 - 80% of students received 75% or better on socialization exam</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2009 - 2010</p> <hr/>	<p>assessed via a paper, one via mid term or final and a third perhaps in group work.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p> <hr/>
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 212 - Child, Family & Community - impact of factors - Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families. (Created By CAN Dept - Early Childhood Education / Child Development)	<p><b>Assessment Method:</b> Using research, students will write an essay examining the political, socioeconomic and educational impacts on the lives of children and families.</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 75 % of Students will receive a grade of "C" or better.</p>	<p>12/17/2012 - Topic papers were written from the context of one's on personal experiences and "stories". The educational, socioeconomic and cultural factors were all addressed. 92% of students received a grade of "C" or higher on their essays.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <hr/> <p>09/24/2012 - Sp12- Proett: SLO 2- 80 % of the students answered 70% of the final essay questions successfully.</p> <p><b>Result Type:</b> Criterion met</p>	<p>09/24/2012 - Given the overlap between SLO 1 and 2, i will probably assess each SLO differently. One will be assessed via a paper, one via mid term or final and a third perhaps in group</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p><b>Reporting Cycle:</b> 2011 - 2012</p> <hr/> <p>05/25/2011 - 75% or more received grade "C" or better <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2010 - 2011</p> <hr/> <p>03/18/2011 - 98% of students received grades of "C" or better on student essays <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2009 - 2010</p> <hr/>	<p>work.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p> <hr/>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 212 - Child, Family &amp; Community - analyze research regarding social issues - Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> An exam will be given that includes content related to current social issues as well as changes that affect children, families, schools and communities. <b>Assessment Method Category:</b> Exam <b>Success Criterion:</b> students will receive a grade of "C" or better</p>	<p>12/17/2012 - Final exam administered which included questions about the parent/school partnership, supporting families, healthy family dynamics and the role of schools in the socialization process. 89% of students received grade of "C" or better. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2012 - 2013</p> <hr/> <p>09/24/2012 - Sp12- Proett: SLO 3- 80 % of the students 20-25 possible points for written paper. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2011 - 2012</p>	<p>09/24/2012 - Given the overlap between SLO 1 and 2, i will probably assess each SLO differently. One will be assessed via a paper, one via mid term or final and a third perhaps in group work.</p> <p><b>Action Plan Category:</b></p>



SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>continue, and always be open to new ideas for teaching and assessing the outcomes.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 223 Lukas SP12 results.doc</a></p> <hr/> <p>06/02/2011 - 94% of students received a grade of "C" or higher</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 223 - Infant Development - uniqueness - Demonstrate knowledge reflecting each child's uniqueness, competence and vulnerability needs in group care. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> An exam will be given which includes content related to unique needs of infants and toddlers in group care.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> Students will receive grade of "C" or better</p>	<p>09/17/2012 - ECE 223 LA Sp12 results: Lukas</p> <p>SLO 3: The importance of relationships was an on-going theme throughout the semester. The link between culture and identity development was emphasized, and what that meant in terms of caring for other people's children. There were many assignments and class discussions connected to this learning outcome. As in SLO 2, the final exam assessed the students' attitude toward the contexts of development in the first three years. All students responses were sensitive and demonstrated their knowledge of the importance of culture on development, as well as specific strategies for working with families to learn their culture and values. In addition, the students demonstrated an understanding of</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>methods to adapt and support the home culture and language in group care settings.</p> <p>The methods were successful. I will continue, and always be open to new ideas for teaching and assessing the outcomes.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 240 - ECE Admin: Bus/Legal - Licensing Regulations - Students will identify and apply Title 22 licensing regulations to managing a child care business. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Makes a complete and thorough assessment of the classroom using the ECERS-R tool.		
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 240 - ECE Admin: Bus/Legal - Budget - Students will demonstrate ability to create and manage a child care budget. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Makes a complete and thorough assessment of the classroom using the ECERS-R tool.		
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 240 - ECE Admin: Bus/Legal - ECERS-R - Students will demonstrate the ability to evaluate a child care program using the ECERS-R instrument and develop a plan for program improvement based on the results of the evaluation. (Created By CAN Dept - Early Childhood Education / Child	<b>Assessment Method:</b> Makes a complete and thorough assessment of the classroom using the ECERS-R tool.	<p>09/17/2012 - ECE 240 Fall 2011: Patterson SLO#4</p> <p>SLO #4 70% of the students, 20 out of 26 students completed the assignment with a C grade or better. 6 students did not turn in the assignment.</p> <p>In reviewing the class results to this assignment, in the future, I will spend</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	Development)		<p>more time with activities that help with a better understanding of analyzing data to produce an effective program improvement plan</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 240 SLO4-Patterson Assessment Data Form Fall 2011.doc</a></p> <hr/> <p>02/13/2012 - SLO #4 70% of the students, 20 out of 26 students completed the assignment with a C grade or better. 6 students did not turn in the assignment.</p> <p>In reviewing the class results to this assignment, in the future, I will spend more time with activities that help with a better understanding of analyzing data to produce an effective program improvement plan.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 240 Assessment Data Fall 2011.doc</a></p>	
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 241 - ECE Admin: Human Relations - Leadership skills - SLO1 Students will demonstrate leadership skills appropriate to the child care industry. (Created By CAN Dept - Early Childhood Education	<p><b>Assessment Method:</b> in small groups, students will make presentations which highlight effective leadership skills and strategies.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b></p>	<p>09/24/2012 - Sp12- Patterson: SLO 1 Leadership Reflection paper assignment, 31 papers submitted, average class score 18.03 of 20 possible points, 4 students did not completed assignment. Program Administrative Scale Assignment- 30 students submitted assignments, average</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	/ Child Development)	students in small groups will receive grade of "C" or better	<p>class score 20.0 out of 20 possible points. Leadership Topic Presentation and or documentation panel, 34 assignments completed, average class score 30.0 our of 30 possible points.</p> <p>Reflection: The class results with a preassessment at the beginning of the semester helped to ascertain the areas of focus for classroom insturction and supporting assignments. The post assessment class results showed the improvement of .61 points in their skil and knowledge of the content areas delivered throughout the semster. The assignments slected supported the SLO's determined for the semester, assessing the student's knowledge where strategies to support the student's development of knowledge and skills throughout the semster. This was a new techniques I implemented in this semester and it helped to udnerstand student's beginning knowledge.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 241 SLO data spring 2012 M Patterson.doc</a></p>	
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 241 - ECE Admin: Human Relations - Staff development program - SLO3 Students will develop a comprehensive professional staff development program. (Created By CAN Dept - Early Childhood Education / Child	<p><b>Assessment Method:</b> students will collect information and resources in a portfolio format that demonstrate an understanding of what would be included in a professional staff development program.</p> <p><b>Assessment Method Category:</b> Portfolio</p>	<p>09/24/2012 - Sp12-Patterson: SLO3 Class assignments, average class score 20.0 out of 20 possible points.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	Development)	<b>Success Criterion:</b> students will receive grade of "C" or better		
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 241 - ECE Admin: Human Relations - Communication Strategies - SLO4 Students will demonstrate effective communication strategies including conflict resolution skills and strategies for parent and teacher conferences. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> in small groups, students will make presentations using role play situations that demonstrate effective communication strategies. <b>Assessment Method Category:</b> Presentation/Performance <b>Success Criterion:</b> student small groups will receive grade of "C" or better.	09/24/2012 - Sp12-Patterson: SLO4 Class assignments, average class score 20.0 out of 20 possible points. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2011 - 2012	
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 241 - ECE Admin: Human Relations - Multiple Systems - SLO2 Students will discuss the importance of recognizing multiple systems within an early childhood setting to include social, political, institutional, religious and cultural aspects. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Preassessment of multiple aspects, Post assessment of multiple aspects, Quiz, Reflection Paper <b>Assessment Method Category:</b> Other <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.	09/24/2012 - Sp12-Patterson: SLO 2 Preassessment, 13 questions assessed, average class score .24. Area of semester attention to increase student's knowledge in recognizing multiple child care systems. Post assessment, 13 questions assessed, average class score .85. Quiz results showed average class score of 15.4 out of 20 possible points. Reflection Paper showed class average score of 15.0 out of 15.0 possible points. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2011 - 2012	
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 242 - Adult Supervision in ECE/CD - Context and Culture - Define the	<b>Assessment Method:</b> in small groups, students will make presentations on topics related to supervision including issues such as	09/24/2012 - Sp12-Proett: SLO 1: 33 of 40 students received full credit on 7 or more questions resulting in 80% of the students achieving success on 7 of 8	09/24/2012 - SIO 1: No changes except potential of pre and post testing to help students improve their comprehension.

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	Supervisory Context and Culture of Early Childhood Settings (Created By CAN Dept - Early Childhood Education / Child Development)	<p>culture and team building.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> 75% of student groups will receive grade of "C" or better</p>	<p>questions.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">SLO data ECE 242 spring 2012 P Proett.doc</a></p> <hr/> <p>09/17/2012 - ECE 242 Fall 2011 results: Proett</p> <p>SLO 1: 33 of 40 students received full credit on 7 or more questions resulting in 80% of the students achieving success on 7 of 8 questions.</p> <p>SLO 1: No changes except potential of pre and post testing to help students improve their comprehension.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 242 Fall 2011 results Proett.doc</a></p> <hr/> <p>02/13/2012 - SLO 1: 33 of 40 students received full credit on 7 or more questions resulting in 80% of the students achieving success on 7 of 8 questions.</p> <p>SIO 1: No changes except potential of pre and post testing to help students improve their comprehension.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b></p>	<p><b>Action Plan Category:</b> Develop new evaluation methods</p> <hr/>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
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[ECE 242 Fall 2011.doc](#)

CAN Dept - Early Childhood Education / Child Development - CAN ECE. 242  
 - Adult Supervision in ECE/CD  
 - Appropriate Practices - Demonstrate knowledge of Appropriate Practice and Quality Indicators for ECE and Care settings and implications for Supervision (Created By CAN Dept - Early Childhood Education / Child Development)

**Assessment Method:**  
 An exam will be given which tests the student's understanding of DAP and its implications for supervision

**Assessment Method Category:**  
 Exam

**Success Criterion:**  
 students will receive grade of "C" or better

CAN Dept - Early Childhood Education / Child Development - CAN ECE. 242  
 - Adult Supervision in ECE/CD  
 - Framework for Supervision - Provide evidence of understanding for a framework for supervision including Reflective Practice, Observation, Analysis, Evaluating and Conferencing of staff (Created By CAN Dept - Early Childhood Education / Child Development)

**Assessment Method:**  
 Using research, students will write an essay demonstrating an understanding the framework for supervision.

**Assessment Method Category:**  
 Essay

**Success Criterion:**  
 students will receive grade of "C" or better

CAN Dept - Early Childhood Education / Child Development - CAN ECE. 244  
 - Prekindergarten Learning & Dev  
 - guideline identification - Students will be able to list and discuss program guidelines identified by California Department of Education that are essential for high quality preschool/Prekindergarten programs. (Created By CAN Dept - Early Childhood Education / Child Development)

**Assessment Method:**  
 Essays completed during the semester

**Assessment Method Category:**  
 Essay

**Success Criterion:**  
 75% of the students will answer the question with at least 75% accuracy

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 244 - Prekindergarten Learning &amp; Dev - family effects - Students will be able to discuss societal circumstances that affect families and analyze the impact they have on young children as they enter preschool and kindergarten. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> This SLO was assessed in two ways: a Pre- and Post- test to assess student perception of increases of awareness</p> <p><b>Assessment Method Category:</b> Pre and post testing</p>	<p>05/19/2011 - Fifteen usable pre- and post -tests were available to determine the attainment of this course outcome. Students were asked to rate themselves on a 10 point scale. The item reads, " I am able to identify societal changes on families and analyze the potential impact these changes have on young children as they enter preschool and kindergarten." The class average rating at the beginning of the class was 5.1 and the class average at the end of the class was 8.5, an increase of 3.4 points.</p> <p>In addition, a test item assessing this outcome was answered correctly by 19/20 students. Those 19 students earned 100% of the available points for that test item.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <hr/> <p>07/27/2010 - The pre- and post- tests resulted in students assessing themselves an average of 3.5 (on a scale of 10) points higher after completing the class. The greatest gain, 6 points higher, was indicated by two students. The smallest gain, 1 point, was noted by 3 students. The greatest gains were indicated by the most entry level students and the smallest gains were noted by some of the most experienced/confident students. (S = 15)</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2009 - 2010</p>	<p>07/27/2010 - I appreciated that on the pre- and post-tests students, for the most part, did not rate themselves a 10/10 (only 1 student did). I felt that this reflected an awareness that we are still learning about how individual circumstances families face influence their abilities to help their children to be ready for kindergarten.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
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**Assessment Method:**  
a test item on the final exam.

**Assessment Method Category:**  
Exam

05/19/2011 - Twenty students completed the test item. Nineteen scored 100% of the points available for that test item.

In addition, a pre- and post-test item asking students to self assess their increased awareness of this "family effect" indicated that students felt they had significantly added to their understanding. On a 10-point scale, the average change was 3.4 points. The average class beginning rating was 5.1 and the average class ending rating was 8.5. Fifteen pre- and post-tests were usable in this accounting.

**Result Type:**  
Criterion met

**Reporting Cycle:**  
2010 - 2011

07/27/2010 - The test item: In our current society children and their families face many challenges that can get in the way of school success. Identify two of these challenges and describe how a good preschool experience might address the challenge and create (or increase) a child's opportunity for school success.

Fifteen students completed the test item at this sitting.  
66.6% of the students completed this question and earned the full point value of the question (100%).  
33.3% of the students completed this question and earned partial credit (75%).

**Result Type:**  
Criterion met

07/27/2010 - I am not sure that the test item measured student competence accurately. I think that, although students scored well, others might have scored better if assessed in another way. The small group discussions of this topic were richer and more complete than student responses to the test item. I would like to utilize social constructivism for assessment to a greater extent. I believe that that will require short individual "student meetings" and a rubric. I feel that small group work optimizes learning in student populations that are diverse in, not only culture, but also age, work experience, and college experience. My goal is to strike a balance between mini-lectures, student mentoring, and group

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
				process.
			<b>Reporting Cycle:</b> 2009 - 2010	
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 247 - Foundations for School Success - foundations and frameworks - Students will demonstrate an understanding of the purpose of the California Preschool Learning Foundations and the California Curriculum Framework. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Essay <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> 75% of the students will answer the question/prompt with at least 75% accuracy	01/09/2013 - 80% of the students performed at the 75% rate of accomplishment or higher <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2012 - 2013	01/09/2013 - This assessment was repeated at the end of the semester and accomplishment rate had improved to 100%
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 247 - Foundations for School Success - play and school success - Students will assess children's play to determine their level of development and will demonstrate an understanding of how to add challenges within the context of play to support learning and school readiness. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Video analysis Group or Individual Report Outs <b>Assessment Method Category:</b> Other <b>Success Criterion:</b> 75% of the students will perform at the 75% rate of accomplishment	01/09/2013 - 75% of students could successfully evaluate development within the context of play and identify "next steps" <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2012 - 2013	
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 247 - Foundations for School Success - family engagement - Students will analyze the value of existing school readiness information for families and/or develop materials and engagement strategies to prepare them to support their child's school success. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Essay <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> 75% of the students will answer the question/prompt with at least 75% accuracy	01/09/2013 - 100% of students analyzed the readiness materials and evaluate them for appropriateness of use with parents. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2012 - 2013	01/09/2013 - Some students needed clearer explanations about the expectations of this assignment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 254 - Anti-Bias Curriculum</p> <p>- critically examine - Critically examine societal and personal attitudes, beliefs, values, assumptions and biases about culture, language, identity, family structures, ability, socio-economic status and other issues influenced by systemic oppression. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> students will write a personal essay describing their own personal attitudes, cultural beliefs and values.</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 75% of students will receive a grade of "C" or better</p>	<p>12/17/2012 - Students wrote "topic paper" with 5 choices for them to choose from. Each topic addressed personal and cultural experiences from which students could draw from. 97% of students received a grade of "C" or better.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <hr/> <p>05/25/2011 - 81% of students received grade of "C" or better</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <hr/> <p>03/29/2011 - 85% of students received grade of "C" or better</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 254 - Anti-Bias Curriculum</p> <p>- how children learn prejudice - Apply theories on how children learn prejudice and stereotypes to planning curriculum and supports that promote respectful interpersonal relationships. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> An exam will be given testing student's knowledge and understanding about the ways in which young children learn about stereotypes and prejudice.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> students will receive grade of "C" or better</p>	<p>12/17/2012 - Midterm administered in October included several questions related to stereotypes, prejudice and the teachers role in helping children and parents understand these issues and how to overcome stereotyping and prejudice. Students' examined their own beliefs and biases as well. 78% of students received grade of "C" or better.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <hr/> <p>05/25/2011 - 69% of students received grade of "C" or better</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <hr/> <p>03/29/2011 - 76% of students received grade of "C" or better on exam</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <hr/>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 254 - Anti-Bias Curriculum - environments - Critically assess the components of culturally relevant and responsive physical and social environments to create respectful, reciprocal relationships that support and empower families, children and teachers. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> An exam will be given that will test the student's knowledge of the importance of culturally relevant and responsive environments that support reciprocal relationships.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> students will receive grade of "C" or better</p>	<p>12/17/2012 - 5 quizzes over the course of the semester were given, each addressing specific aspects of an environment in an early childhood education setting including how to ensure a responsive environment for children and families. 88% of students received a grade of "C" or better on all 5 quizzes.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <hr/> <p>05/25/2011 - 79% of students received grade of "C" or better</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <hr/> <p>03/29/2011 - 87% of students received grade of "C" or better on exam.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <hr/>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 264  - The Life Cycle of the Family  - Developmental Stories - Assess the political, economic, social and cultural elements affecting the developmental stories families face in private and public life. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>  Using research, students will write an essay reflecting on their understanding of the impact of the various elements of a family's developmental story.  <b>Assessment Method Category:</b>  Essay  <b>Success Criterion:</b>  students will receive a grade of "C" or better</p>		
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 264  - The Life Cycle of the Family  - Provide Support - Provide support to families that build their own capacity to eliminate the cycles of dependency that often are created between help givers and help seekers. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>  An exam will be given that tests the student's knowledge of the support needed by families that will help them to build their own capacity to eliminate the cycles of dependency.  <b>Assessment Method Category:</b>  Exam  <b>Success Criterion:</b>  Students will receive grade of "C" or better</p>		
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 264  - The Life Cycle of the Family  - Service Strategies - Develop comprehensive service strategies based on strength-based family support principals and practices. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>  An exam will be given that tests the student's knowledge of strength based service strategies.  <b>Assessment Method Category:</b>  Exam  <b>Success Criterion:</b>  75% of students will receive grade of "C" or better</p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 313 - Health and Safety for Children - Assessment Strategies - Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Using research, students will write an essay which assesses the strategies used to maximize the mental and physical health of young children and adults in programs</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 75% of Students will receive a grade of "C" or better</p>	<p>09/24/2012 - Ap12-Proett: SLO 1,2 and 3 Final exam questions for each SLO, yiedling 75% of the students received 80% or better on overall exam.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">SLO data ECE 313 spring 2012 P Proett.doc</a></p> <hr/> <p>09/17/2012 - ECE 313 fall 2011 results: Proett SLO 1: 27 of 39 students answered 7 out of 8 mid term questions. That achievement was slight below target of 70%.</p> <p>Assessment measure may need to change to final exam or combination of 3 or 4 quizzes.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 313 fall 2011 results-Proett.doc</a></p>	<p>09/24/2012 - Had attempted a pre test to establish ?baseline? and had planned to assess increased knowledge with post test or final exam. After consideration, the two assessment methodologies of pre test and final were too variant. Will align pre and post test exactly for next assesment cycle.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 313 - Health and Safety for Children - Identify Risks - Identify health, safety, and environmental risks in children's programs. (Created By CAN Dept -</p>	<p><b>Assessment Method:</b> Students will answer six questions on the midterm exam related to identifying health, safety, and environmental risks in children?s programs.</p> <p><b>Assessment Method Category:</b></p>	<p>09/24/2012 - Sp12- Proett: SLO 1,2 and 3 Final exam questions for each SLO, yiedling 75% of the students received 80% or better on overall exam.</p> <p><b>Result Type:</b></p>	<p>09/24/2012 - Had attempted a pre test to establish ?baseline? and had planned to assess increased knowledge with post test or final exam. After consideration, the two assessment methodologies of</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	Early Childhood Education / Child Development)	Exam	<p>Criterion met  <b>Reporting Cycle:</b>  2011 - 2012</p> <hr/> <p>02/13/2012 - 27 out of 39 students answered 7 out of 8 mid term questions. That achievement was slight below target of 70%.</p> <p>Assessment measure may need to change to final exam or combination of 3 or 4 quizzes.  <b>Result Type:</b>  Inconclusive  <b>Reporting Cycle:</b>  2011 - 2012  <b>Related Documents:</b>  <a href="#">ECE 313 Fall 2011.doc</a></p>	<p>pre test and final were too variant. Will align pre and post test exactly for next assesment cycle.</p> <p><b>Action Plan Category:</b>  Develop new evaluation methods</p>
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 313 - Health and Safety for Children - Nutritional Needs - Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition. (Created By CAN Dept - Early Childhood Education / Child Development)	<p><b>Assessment Method:</b>  An exam will be given to students testing their knowledge of the nutritional needs of young children at various ages.  <b>Assessment Method Category:</b>  Exam  <b>Success Criterion:</b>  students will receive grade of "C" or better</p>	<p>09/24/2012 - Sp 12: Proett: SLO 1,2 and 3 Final exam questions for each SLO, yiedling 75% of the students received 80% or better on overall exam.  <b>Result Type:</b>  Criterion met  <b>Reporting Cycle:</b>  2011 - 2012</p>	<p>09/24/2012 - Had attempted a pre test to establish ?baseline? and had planned to assess increased knowledge with post test or final exam. After consideration, the two assessment methodologies of pre test and final were too variant. Will align pre and post test exactly for next assesment cycle.</p> <p><b>Action Plan Category:</b>  Develop new evaluation methods</p>
	CAN Dept - Early Childhood Education			

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>/ Child Development - CAN ECE. 333            - Observational Skills            - Compare ECE Settings - Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.            (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>            An exam will be given with content related to formal and informal observation and assessment strategies.  <b>Assessment Method Category:</b>            Exam  <b>Success Criterion:</b>            75% of students will receive grade of "C" or better</p>	<p>05/29/2013 - The 29 students completing this answer averaged 80.41% accuracy. However, 8 students scored lower than 70%.  <b>Result Type:</b>            Criterion not met  <b>Reporting Cycle:</b>            2012 - 2013</p>	<p>05/29/2013 - I will include an exercise during the final weeks of the semester that encourages comparison and contrast so that the students are familiar with the task.    <b>Action Plan Category:</b>            Use New or Revised Teaching methods</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 333            - Observational Skills            - Evaluate Assessment Tools - Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>            An exam will be given which tests the student's knowledge of the strengths and limitations of common assessment tools  <b>Assessment Method Category:</b>            Exam  <b>Success Criterion:</b>            students will receive a grade of "C" or better</p>	<p>05/29/2013 - The 29 students completing this answer averaged 87.80% accuracy. However, 6 students scored lower than 70%.  <b>Result Type:</b>            Criterion not met  <b>Reporting Cycle:</b>            2012 - 2013</p>	<p>05/29/2013 - I will have students develop a comparative study guide over the course of the semester.    <b>Action Plan Category:</b>            Use New or Revised Teaching methods</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 333            - Observational Skills            - Systematic Observation Methods - Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.            (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>            in small groups, students will make presentations demonstrating appropriate and systematic observation methods related to children's development  <b>Assessment Method Category:</b>            Presentation/Performance  <b>Success Criterion:</b>            Student groups will receive grade of "C" or better</p>	<p>05/29/2013 - Students in this class presented their completed DRDP and their completed ECERS -R to each other within small groups. DRDP: 24 students earned a C or better , 5 earned less than a C or did not submit results. ECERS- R: 25 students earned a C or better, 4 earned less than a C or did not submit results.  <b>Result Type:</b>            Criterion met  <b>Reporting Cycle:</b>            2013 - 2014</p>	<p>05/29/2013 - I will continue to work with students to be sure they hand in work.    <b>Action Plan Category:</b>            Other</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 333</p> <ul style="list-style-type: none"> <li>- Observational Skills</li> <li>- Assess Partnerships - Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies. (Created By CAN Dept - Early Childhood Education / Child Development)</li> </ul>	<p><b>Assessment Method:</b> Using research, students will write an essay demonstrating their understanding of the value of partnerships with parents and the use of observational data.</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> students will receive grade of "C" or better</p>	<p>05/29/2013 - 28 out of 29 students were able to answer this question with a C or better. One student chose not to answer it.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p>05/29/2013 - No action necessary.</p> <p><b>Action Plan Category:</b> Other</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 335</p> <ul style="list-style-type: none"> <li>- Handling Behavior</li> <li>- Identify Childrens Behavior - Identify, define and discuss the principles of child development and articulate how this furthers an understanding of children and behavior. (Created By CAN Dept - Early Childhood Education / Child Development)</li> </ul>	<p><b>Assessment Method:</b> An exam will be given with content related to the principles of child development</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> 75% of students will receive a grade of "C" or better</p>	<p>09/17/2012 - ECE 335 results Fall 2011: Baxter</p> <p>SLO #1: 91% of the students achieved the SLO</p> <p>75% of the students achieved the SLO at the mastery level 16% of the students achieved the SLO at a satisfactory level 9% of the students did not achieve the SLO</p> <p>Slightly more emphasis needs to be placed on a review of basic child development knowledge at the beginning of the course. More use of videos to practice observing together in class and applying the knowledge of child development to an understanding of children's behavior would also enhance the students' abilities in applying this material to vignettes (as it is displayed on the test) and to real life observations in the field.</p> <p><b>Result Type:</b> Criterion met</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 335 SLO1 Baxter fall 2011 results.doc</a></p> <hr/> <p>02/13/2012 - Professor Baxter- SLO #1: 91% of the students achieved the SLO</p> <p>75% of the students achieved the SLO at the mastery level</p> <p>16% of the students achieved the SLO at a satisfactory level</p> <p>9% of the students did not achieve the SLO</p> <p>Slightly more emphasis needs to be placed on a review of basic child development knowledge at the beginning of the course. More use of videos to practice observing together in class and applying the knowledge of child development to an understanding of children's behavior would also enhance the students' abilities in applying this material to vignettes (as it is displayed on the test) and to real life observations in the field.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 335 Baxter -F11.doc</a></p>	<p>02/13/2012 - Slightly more emphasis needs to be placed on a review of basic child development knowledge at the beginning of the course. More use of videos to practice observing together in class and applying the knowledge of child development to an understanding of children's behavior would also enhance the students' abilities in applying this material to vignettes (as it is displayed on the test) and to real life observations in the field.</p> <hr/> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>

CAN Dept - Early Childhood Education / Child Development - CAN ECE. 335  
- Handling Behavior  
- Theories of Guidance - Identify various

**Assessment Method:**  
Using research, students will write an essay demonstrating their knowledge of theories of guidance and discipline

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	theories of guidance and discipline and how each applies to the application of guidance with young children. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> students will receive grade of "C" or better		
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 335 - Handling Behavior - List Techniques - List and demonstrate specific guidance techniques that influence children's behavior. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> an exam will be given testing student knowledge of specific guidance techniques <b>Assessment Method Category:</b> Exam <b>Success Criterion:</b> students will receive grade "C" or better	02/13/2012 - Professor Dillman-I used SLO 3 for my assessment. SLO 3 - List and demonstrate specific guidance techniques that influence children's behavior. First I aggregated the points awarded for the 2 short assignments, the guidance technique in class demonstration and question #3 and #4 of the final exam that all related to this SLO. I found that 73% of students received 52 pts or above out of a total possible of 65pts (an A or B). And I looked at the results for each type of work separately. I found that, on the two short assignments that involved reading, choosing a strategy to try out and then writing briefly about the experience, 75% of students received between 7-10 points out of a total of 10 points. On the in-class presentation/ demonstration of a guidance strategy, which was worth 40 points, students worked particularly hard to show what they could do. 80% of students received 35 points or better (A or B). On the Final, questions #3 and #4 (worth 15 points), I found that 42% of students received 80% or more points. This last is in contrast to the scores on the Final as a whole, worth 50 points, for which only 34% of students got an A or B, 23% got a C and 41% got a D! I believe the experience students got in trying out guidance techniques, talking and writing about them in class and in	02/13/2012 - Based on this assessment, and other assessments I have done, I plan to make a BIG point in the beginning of the class of the college's policy on plagiarism. I will create an in-class exercise, asking T or F is it plagiarism or not, using examples. I will also ask for a longer writing assignment earlier in the semester to see how they are doing. Some students performed much better on in-class assignments, presentations and homework that involved practising and writing about an activity or conducting an interview, than they did on the Final exam. I think I want to continue to use a variety of assignments in order to highlight the strengths of different students. I would like to change SLO 22 - Identify the various theories of guidance and discipline and how each applies to the application of guidance with young children. Many child guidance techniques do not fall neatly into the camp of one theorist or another. Many are a blend. I believe it is more critical for students to be able to identify, describe, and learn to use a guidance technique and to be able to describe in what situations, or with which age groups it might be most effective.  Because this was my first Cañada

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>assignments, better prepared them to write about them on the final. I marked quite a few students with 0 points for some questions on the final because they had engaged in plagiarism from the text, internet or course powerpoints. On questions #3 and #4, however, students wrote more effectively in their own words about their experiences and could successfully give examples.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 335 -Dillman- Fall 2011.doc</a></p>	<p>College course, I had much to learn.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 362 - Communicating with Parents - Communication Skills - Critically examine effective communication skills needed by ECE teachers and professionals. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> in small groups, students will make presentations demonstrating effective communication strategies.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> 75% of student groups will receive grade of "C" or better</p>		
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 362 - Communicating with Parents - Communication with Parents - Demonstrate knowledge of how to communicate with parents (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Using research, students will write an essay demonstrating their knowledge of how to communicate with parents</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> students will receive grade of "C" or better</p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 362</p> <ul style="list-style-type: none"> <li>- Communicating with Parents</li> <li>- Parent-Teacher Relationships - Demonstrate an understanding of the importance and value of positive parent-teacher relationships in an ECE setting.</li> </ul> <p>(Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> An exam will be given testing student understanding of the importance of positive teacher/parent relationships.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> students will receive grade of "C" or better</p>		
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 366</p> <ul style="list-style-type: none"> <li>- Practicum in Early Child. Ed.</li> <li>- Reflective Teaching Practices - Critically assess one's own teaching experiences to guide and inform practice.</li> </ul> <p>(Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Faculty will use data gathered from these assessments to assess the level of reflection that students achieved using an instructor designed tool.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> Students will show evidence of reflection in their mid-term and final evaluations.</p>	<p>12/14/2013 - All students, in both sections conducted mid-term and final self evaluations. Students practiced reflection and made plans at the mid-term to make changes to their behavior in their practicum hours. Final evaluations showed both reflection and improvements in outcomes.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p>12/14/2013 - Continue requiring the mid-term and final self-assessments. Get feedback on the clarity of the tool from students and Master Teacher supervisors.</p> <p><b>Action Plan Category:</b> Other</p>
			<p>12/13/2012 - All 15 students in the class participated in reflection throughout the semester. Each week the students participated in a discussion forum that provided the opportunity for them to reflect on the work that they were doing at their placement.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>12/13/2012 - Develop a tool to assess the level of reflection demonstrated in the discussion forum.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>05/29/2012 - All 17 students in the class participated in reflection throughout the semester. Each week the students participated in a discussion forum that provided the opportunity for them to reflect on the work that they were doing at their placement.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>05/29/2012 - Develop tool to assess reflection exhibited in discussion forum.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>
			<p>12/31/2011 - All 33 of the students who completed 366 during fall 11 completed their mid and final evaluations. These evaluations include qualitative feedback on their skills and abilities as demonstrated in their ece placement.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	<p>12/31/2011 - Continue to use the mid-term and self-evaluations. Work with group to improve the tool.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 366 - Practicum in Early Child. Ed. - Integrate Developmental Theory - Demonstrate an understanding of child development theory and its application in their work with children and by their ability to maintain healthy, safe, respectful, supportive and challenging learning environments for all children. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Students will reference developmental theory in their weekly blog assignments as they respond to the prompts developed by faculty.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Success Criterion:</b> Students will include references to developmental theory in at least 3 blog posts per semester.</p>	<p>12/13/2012 - Students referenced developmental theory an average of 3.4 times. However, half of the students averaged fewer than 3 references to theory.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p>05/29/2012 - Students averaged 1.8 references to developmental theory in their discussion posts.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>12/13/2012 - Further refine discussion prompts to increase the percentage of students who are effectively referencing developmental theory.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p> <p>05/29/2012 - Revise discussion posts to prompt students to consider developmental theory as they answer.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>12/31/2011 - Of the 32 students in two sections of 366, twenty referenced developmental theory at least once in their weekly blog assignment. Five twice. Three three times. Two six. Two seven. We realized that the prompts that we used were not explicit enough &amp; one section had major technical problems.</p> <p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	<p>12/31/2011 - The instructors plan to update the discussion forum prompts and use a better tool on WebAccess.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 366 - Practicum in Early Child. Ed. - Implement Activities - Design, implement and evaluate curriculum activities that are based on observation and assessment of young children. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Students will demonstrate their ability to plan and impliment curriculum activities while at their Practicum placement. Either through demonstration or through written forum assignment.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> Students will have planned and implimented a curriculum activity for a group of children.</p>	<p>12/14/2013 - All students completing the course presented documentation panels for two assignments: Small Group Activity and Large Group Activity. These panels demonstrated a solid understanding of play-based activities based on observation and assessment of the children in their placement classroom.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p>12/14/2013 - In the next semester we will be adding more specific topical content to the Small Group and Large group assignments so that students will be practicing and presenting on Math Concepts and Literacy Activies.</p> <p><b>Action Plan Category:</b> Revise course syllabus or outline</p>
			<p>12/13/2012 - Students plan, prepare for and do both a small and large group activity. They plan with their master teacher and write about it in the weekly discussion forum. All but one of the students participated in the large group poster presentation and they averaged a 17.06 out of 20 points. All students participated in the small group poster session and they averaged 17.86 out of 20 points.</p> <p><b>Result Type:</b> Criterion met</p>	<p>12/13/2012 - continue assessing and consider new ways to introduce the documentation panel during class time.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">SLOAC ECE 366_activities_rubric.docx</a></p>	
			<p>05/25/2012 - Students planned small and large group activities with the help of their master teachers. They did the activity with children and then they created a documentation panel to present in class. All of the students completed a panel for the large group activity. In section B students scored an average of 17.28 out of 20 and section B scored an average of 15.92</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">SLOAC ECE 366_activities_rubric.docx</a></p>	<p>05/29/2012 - Continue evaluation, revise rubric</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
			<p>12/31/2011 - Unable to assess fully because we did not ask students to bring evidence to class - we asked them to upload the info in a weekly discussion forum.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">Rubric for Small Group Activity.docx</a></p>	<p>03/10/2012 - Develop a rubric. Add an in class demonstration panel for the students large and small group activities.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>

CAN Dept - Early Childhood Education / Child Development - CAN ECE. 382 - Male Involvement in E.Childhood - Define Impact - Define the impact and

**Assessment Method:**  
An exam will be given which tests the students understanding of the impact and importance of men in the lives of young

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	importance of men being involved in the lives of young children. (Created By CAN Dept - Early Childhood Education / Child Development)	children. <b>Assessment Method Category:</b> Exam <b>Success Criterion:</b> 75% of students will receive a grade of "C" or better		
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 382 - Male Involvement in E.Childhood - Discribe Barriers - Describe and define the barriers and issues that impede male involvement with young children. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Using research, students will write an essay defining the barriers and issues that mpede male involvement with young children <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> students will receive grade of "C" or better		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students completing this program will communicate their understanding of Early Childhood Education/Child Development concepts professionally through written, oral and visual presentations.	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 191 - Children's Literature - IND Critical Responses - Students will critically read, discuss and interpret texts of children?s literature while formulating and developing independent critical responses (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Discuss the value of children's literature and how it contributes to the development of children?s literacy skills from infancy to adolescence. <b>Success Criterion:</b> 75% of students will receive letter grade of "C" or better.	09/24/2012 - Sp12-Wiggins Dowler: SLO # 1:&#8194;&#8194;&#8194;Illustrator Study: 70% of Students will achieve greater than 75/100% grade. &#8194; 11.25/15 points= 75% of which 88% of students achieved goal Overall average score was 92%. Trad. Lit. Research Project: 70% of Students will achieve greater than 75/100% grade. 8.25/11 points=75% of which 89% of students achieved goal Overall average score was	09/24/2012 - &#8194;Embedded in the young adult novel are the story elements that the students should know. A majority of the students had difficulty with the story elements so I need to infuse the rest of the curriculum with more attention to story elements.  The students were extremely anxious with the quizzes so, in order to get the students more prepared, I will institute a scavenger hunt activity with the text within a group context prior to each quiz.

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Quizzes: 70% of Students will achieve greater than 75/100% grade. 77.3% of students achieved goal.</p> <p>Overall average score was 84%.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">Wiggins Dowler: SLO reporting form ECE 191 Spring 12.doc</a></p> <hr/> <p>09/17/2012 - ECE 191 Sp12 results: Wiggins-Dowler SLO # 1:Illustrator Study: 70% of Students will achieve greater than 75/100% grade. 11.25/15 points= 75% of which 88% of students achieved goal</p> <p>Overall average score was 92%.</p> <p>Trad. Lit. Research Project: 70% of Students will achieve greater than 75/100% grade. 8.25/11 points=75% of which 89% of students achieved goal</p> <p>Overall average score was 89%.</p> <p>Quizzes: 70% of Students will achieve greater than 75/100% grade. 77.3% of students achieved goal.</p> <p>Overall average score was 84%.</p> <p>Embedded in the young adult novel are the story elements that the students should know. A majority of the students</p>	<p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p> <hr/>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>I need to infuse the rest of the curriculum with more attention to story elements.</p> <p>The students were extremely anxious with the quizzes so, in order to get the students more prepared, I will institute a scavenger hunt activity with the text within a group context prior to each quiz.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 191 - Children's Literature - Analytical writing - Students will be able write coherent, analytical and original responses to course content. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Describe key literacy elements within children's literature and how children's comprehension of content changes with age</p>	<p>09/24/2012 - Sp12-Wiggins Dowler: SLO #2: Forums: 70% of Students will achieve greater than 75/100% grade. 12/16 points=75% of which 80% of students achieved goal. Overall average score was 95%.</p> <p>Young Adult Novel Critique: 70 of Students will achieve greater than 75/100% grade. 7.5/10 points=75% of which 80% of students achieved goal Overall average score was 80%</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
			<p>09/17/2012 - ECE 191 Sp12 results: Wiggins-Dowler SLO #2: Forums: 70% of Students will achieve greater than 75/100% grade. 12/16 points=75% of</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>which 80% of students achieved goal. Overall average score was 95%.</p> <p>Young Adult Novel Critique: 70 of Students will achieve greater than 75/100% grade. 7.5/10 points=75% of which 80% of students achieved goal Overall average score was 80%</p> <p>Embedded in the young adult novel are the story elements that the students should know. A majority of the students had difficulty with the story elements so I need to infuse the rest of the curriculum with more attention to story elements.</p> <p>The students were extremely anxious with the quizzes so, in order to get the students more prepared, I will institute a scavenger hunt activity with the text within a group context prior to each quiz.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 192 - Children's Literature II - interpret texts - Critically read, discuss and interpret texts of the following genres within children's literature, poetry, multicultural books, informational books and biographies, realistic fiction and historical fiction. (Created By CAN Dept - Early Childhood Education / Child</p>	<p><b>Assessment Method:</b> students will be quizzed on different genres: illustrator study, traditional literature analysis; pre and post surveys.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> 60% of students will receive grade of "C" or better</p>	<p>02/13/2012 - SLO 1: Quizzes on Different Genres: Average grade:: 80% Student Survey: 30.5% combined Agree/Strongly Agree Rating on Pre-Test/100% Post-Test</p> <p>When the assignments related directly to their individual lives/opinions and their present work then the scores were much higher. I need to rethink how to have the</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	Development)		<p>students retain the specific information regarding the different genres when taking the quizzes.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 201 - Child Development</p> <p>- Theory - SLO 2: Compare and contrast the major and emerging developmental theories used as the foundational theories in the field of early childhood education. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Essay and short answer questions on exams. Questions and answers will include the major and emerging developmental theories.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> Students will be able to identify and define the major developmental theories and then compare and contrast them to each other.</p>	<p>09/14/2012 - Fall 2011: Student oral feedback from debriefing showed enthusiasm as to usefulness of knowledge. As a group they built confidence in understanding the ideas of the theorists both pro and con as well as application to their work.</p> <p>Reflections: Considering the needs of these diverse learners from the Latino community, an instructor may have a more authentic assessment orally rather than written. Some members of this community experience extreme stress with written work (they do it but it is difficult to assess student understanding of concepts). Working collaboratively and in smaller groups increased confidence and therefore understanding.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">SLO2-ECE201 Fall 2011.docx</a></p> <p>09/14/2012 - Spring 2012: Lukas-SLO 2: Throughout the semester, we studied the theories connected each developmental stage. They followed the theories of Piaget, Vygotsky, Erikson, and Freud from infancy through</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>adolescence.&amp;#8194; They were able at the end of the semester to compare and contrast as well as demonstrate how the theories complement each other. All students were successful at a basic level. Many students were successful at a more advanced level of understanding.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
			<p>02/13/2012 - SPANISH Student oral feedback from debriefing showed enthusiasm as to usefulness of knowledge. As a group they built confidence in understanding the ideas of the theorists both pro and con as well as application to their work.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>02/13/2012 - Considering the needs of these diverse learners from the Latino community, an instructor may have a more authentic assessment orally rather than written. Some members of this community experience extreme stress with written work (they do it but it is difficult to assess student understanding of concepts). Working collaboratively and in smaller groups increased confidence and therefore understanding.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
			<p>02/13/2012 - SLO 2: Score # of students 5/5 13 4.5/5 7 4/5 1 Did not complete 9 Average Score 4.78</p> <p>For both the SLO 1 and SLO 2, a high percentage of students obtained a score of 4/5 or better. those SLO's require minimal adjustment which will continue to be addressed through lectures and related activities.</p> <p>Although improving, SLO 3 will require</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up								
			<p>additional teaching in lectures and in related activities. The concepts presented in the textbook are complicated, especially for students who are not primarily English speaking. In addition, I believe the students are not prepared for how complicated the course is. I believe they are expecting a much simpler course.</p> <p>I believe that student are entering this course with limited English language skill and experience and this is challenging their success in a complicated course.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <hr/> <p>03/22/2011 - SLO 2: Score # of students</p> <table> <tr> <td>5/5</td> <td>8</td> </tr> <tr> <td>4.5/5</td> <td>9</td> </tr> <tr> <td>4/5</td> <td>2</td> </tr> <tr> <td>Did not complete</td> <td>9</td> </tr> </table> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <hr/>	5/5	8	4.5/5	9	4/5	2	Did not complete	9	
5/5	8											
4.5/5	9											
4/5	2											
Did not complete	9											
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 201 - Child Development</p> <p>- Ages v Stages - SLO 3: Analyze the interaction between maturational processes and social/environmental factors and the effects on various areas of development birth through adolescence. (Created By CAN Dept -</p>	<p><b>Assessment Method:</b> Essay questions on MidTerm Examination and/or final examination regarding the interaction of maturation and social/environmental influences.</p> <p><b>Assessment Method Category:</b> Essay</p>	<p>12/21/2012 - Dilko: Out of the 25 students who completed the exam question, 3 chose not to answer the question regarding the interaction of maturation and social/environmental influences.</p> <p><b>Result Type:</b> Criterion not met</p>	<p>12/21/2012 - Revise the question.</p> <hr/>								

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	Early Childhood Education / Child Development)	<p><b>Success Criterion:</b> Students will successfully answer essay questions using scientific language to discuss the interaction of maturation and social/environmental influences.</p>	<p><b>Reporting Cycle:</b> 2012 - 2013</p> <hr/> <p>09/14/2012 - Spring 2012: Lukas SLO3: The interaction of nature and nurture was studied throughout the semester. One assignment in particular asked students to think about their own experience and development. They wrote about the influence of genetics and experience on their own development looking at a particular characteristic. This same question was repeated at the end of the semester. Those students that struggled with it early in the semester were successful in expressing their understanding of this concept at the end of the semester.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <hr/> <p>02/13/2012 - SLO 3: Score Question 22  5/5 13 students  4/5 3 students  3/5 4 students  2/5 4 students  1/5 4 students  0/5 5 students  Average Score? 3.06</p> <p>For both the SLO 1 and SLO 2, a high percentage of students obtained a score of 4/5 or better. those SLO's require minimal adjustment which will continue to be addressed through lectures and related activities.</p> <p>Although improving, SLO 3 will require additional teaching in lectures and in related activities. The concepts</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>presented in the textbook are complicated, especially for students who are not primarily English speaking. In addition, I believe the students are not prepared for how complicated the course is. I believe they are expecting a much simpler course.</p> <p>I believe that student are entering this course with limited English language skill and experience and this is challenging their success in a complicated course.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 201 Fall 2011.doc</a></p>	
			<p>12/19/2011 - 80% of students were able to identify at least one aspect of the interaction between maturation and the social/environmental factors at adolescence.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>12/19/2011 - Structure quiz questions to ask for the students understanding at each developmental level.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>
			<p>06/02/2011 - 67% of students answered the essay question successfully. 20% of students answered the question partially. 13% of the students failed to answer the question adequately.</p> <p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	
			<p>03/22/2011 - SLO 3: Score Question 19 Question 20 3/3 12 students 9 students</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2/3 15 students 14 students  1/3 0 students 3 students  0/3 4 students 5 students</p> <p><b>Result Type:</b>  Criterion met  <b>Reporting Cycle:</b>  2009 - 2010</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 210 - Early Child Ed Principles - professional philosophy - Identify the underlying theoretical perspective in forming a professional philosophy. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>  Using research methods, students will write an essay describing characteristics of professional philosophy</p> <p><b>Assessment Method Category:</b>  Essay</p> <p><b>Success Criterion:</b>  students will receive grade of "C" or better.</p>	<p>09/17/2012 - ECE 210 Sp12 results: Magidoff SLO2</p> <p>Question #1: Describe an ECE curriculum.  Results=99% of class received 100% on this , 1% received a 0 for leaving unanswered.</p> <p>Question #2: What is the difference between positive guidance and discipline?  Results=100% answered correctly</p> <p>Question #3: How can teacher?s support a child?s racial identity?  Results=15% received 100%, 85% received 75% correct answer</p> <p>The question on racial identity was based on a film we saw where teachers are told to ask a parent what race they would like their child to identify with. During our pre-test review I highlighted that a question on the film on Bi-Cultural families would be on the exam. I think in the future I will create a study guide to go along with the film rather</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>own notes.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 210 sp12 Magidoff.doc</a></p> <hr/> <p>02/13/2012 - SLO2: Analyze relationship between observation, planning and implementation and assessment in developing teaching strategies and positive learning and development. Will students be able to understand correlation between all aspects of observation and the implications to developing programs. In Midterm exam asked students to identify Montessori as stressing the value of observation and assessment in program implementation. 75% of students received full credit for their correct answer.</p> <p>SLO2: Will do an observation and interpretation exercise as extra credit assignment next semester. So students can have the opportunity to put this tool into practice..</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <hr/>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 210</p> <p>- Early Child Ed Principles</p> <p>- implement standards of quality - Demonstrate knowledge of NAEYC</p>	<p><b>Assessment Method:</b> An exam will be given to determine student understanding of NAEYC standards of quality.</p> <p><b>Assessment Method Category:</b></p>	<p>09/17/2012 - ECE 210 results for Sp12 ? Magidoff SLO#3</p> <p>Question #1: Describe an ECE</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>standards of quality and how to implement them in an early childhood settings that support all children including those with diverse characteristics and their families. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p>Exam  <b>Success Criterion:</b>            students are able to demonstrate knowledge of the standards and how they specifically relate to ECE/CD settings. Students will also understand the relationship between the standards and the NAEYC accreditation process.</p>	<p>curriculum.            Results=99% of class received 100% on this , 1% received a 0 for leaving unanswered.</p> <p>Question #2: What is the difference between positive guidance and discipline?            Results=100% answered correctly</p> <p>Question #3: How can teacher?s support a child?s racial identity?            Results=15% received 100%, 85% received 75% correct            answer&amp;#8194;&amp;#8194;&amp;#8194;&amp;#8194;</p> <p>The question on racial identity was based on a film we saw where teachers are told to ask a parent what race they would like their child to identify with. During our pre-test review I highlighted that a question on the film on Bi-Cultural families would be on the exam. I think in the future I will create a study guide to go along with the film rather than rely on the students to take their</p> <p><b>Result Type:</b>            Criterion met</p> <p><b>Reporting Cycle:</b>            2011 - 2012</p> <p><b>Related Documents:</b>  <a href="#">ECE 210 SLO2-Magidoff SP12 results.doc</a></p> <hr/> <p>02/13/2012 - SLO3: Interpret best and promising teaching practices as definrd within the field of early care and education including an historical overview, range of delivery systems, program philosophies and ethical standards. In exam asked students to identify NAEYC Code of Ethics. I feel</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>students were confused by this question and the concept of Quality in care/teachers. Only 50% of total students in both combined classes received full credit for this question.</p> <p>SLO3: Have lined up a speaker who does accreditation for NAEYC to speak to class next semester and stress ethics and standards of NAEYC.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 210 Fall 2011.doc</a></p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 211 - Early Child Ed Curriculum - DAP - Describe the principles of Developmentally Appropriate Practice (DAP) and explain their influence on early childhood curriculum development and teaching strategies. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Students will answer the question: Identify three of the twelve principles of DAP and describe in detail how the principle influences early childhood curriculum development.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> 80% of students will be able to properly answer this question with appropriate references to the text and ancillary materials.</p>	<p>12/14/2013 - Changed the question in a way that made it more open-ended and the students did much more poorly. I asked them to describe DAP and explain its influence on early childhood curriculum development. As a result, many fewer students cited any of the 12 principles that were studied in class. The answers were vague.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p>12/14/2013 - Will revise the exam question so that I ask for specific examples from the 12 principles and I will administer the exam earlier in the semester so that I can be sure that students are able to recall and use the principles in later work in the class</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>
			<p>09/24/2012 - F11-Kepplinger: 91% of the class performed to expectations.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>09/24/2012 - I would work to increase the score for 100% of the students to a 3-4 on a 4 point rubric for all 3 SLOs.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>
			<p><b>Related Documents:</b></p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p><a href="#">ECE 211-Keplinger Fall 2011 results.pdf</a></p> <p>02/15/2012 - 91% of the class performed to expectations (prof. Keplinger).</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 211 results F11.pdf</a></p>	<p>12/19/2011 - Continue to assess.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 211 - Early Child Ed Curriculum - Evidence based practice - Describe the importance of observation and documentation in the curriculum development process. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Student will describe the importance of observation and documentation in the curriculum development process.</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 80% of students will be able to properly answer this question with appropriate references to the text and ancillary materials.</p>	<p>12/14/2013 - Students were asked to describe the importance of observation, assessment and documentation. 85% answered at a C or higher with simple references to course materials.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p>12/14/2013 - While the students were able to answer the question, I plan to move the exam to an earlier date in the semester so that I can assess comprehension of these critical tasks earlier in the class content.</p> <p><b>Action Plan Category:</b> Revise course syllabus or outline</p>
			<p>09/24/2012 - F11-Kepplinger: 33 out of 33 students answered the final exam with a 2 or better score. 100% of the class performed to expectations.</p> <p><b>Result Type:</b></p>	<p>09/24/2012 - I would work to increase the score for 100% of the students to a 3-4 on a 4 point rubric for all 3 SLOs.</p> <p><b>Action Plan Category:</b></p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <hr/> <p>02/15/2012 - 33 out of 33 students answered the final exam with a 2 or better score 100% of the class performed to expectations (prof. Keplinger).</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>Use New or Revised Teaching methods</p> <hr/>
			<p>12/19/2011 - 14 out of 22 students were able to describe observation and documentation and describe their importance in the curriculum development process. 7 out of 22 answers lacked clarity, and one student did not complete the final.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>12/19/2011 - Continue to assess.</p> <hr/> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 211 - Early Child Ed Curriculum - Play-based curriculum - Demonstrate a working understanding of a play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> In small groups, students will deliver a group presentation demonstrating a developmentally appropriate curriculum plan that emphasizes the value and importance of play.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> Student groups will receive grade of "C" or better.</p>	<p>12/14/2013 - 100% of students who participated in the group project were able to present a play-based curriculum project to the class. With the addition of an individual paper on the topic I was able to assess the students personal understanding of the implementation of a play-based curriculum. The results from the paper indicate that closer to 75% of the students could articulate the basis of the group presentation in a way that demonstrated a full understanding of the project.</p> <p><b>Result Type:</b></p>	<p>12/14/2013 - Continue assigning a paper along with the group presentation, work with individual groups prior to the presentation to be sure that all students are participating</p> <hr/> <p><b>Action Plan Category:</b> Revise course syllabus or outline</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion not met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	
			<p>09/24/2012 - F11-Kepplinger: 30 out of 33 students answered the final exam with a score of 2 or better. Therefore 91% of the class performed to expectations.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>09/24/2012 - I would work to increase the score for 100% of the students to a 3-4 on a 4 point rubric for all 3 SLOs.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>
			<p>02/15/2012 - 30 out of 33 students answered the final exam with a score of 2 or better. Therefore, 91% of the class performed to expectations (prof. Keplinger).</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
			<p>12/19/2011 - Using a rubric: Five out of six groups developed developmentally appropriate activities for their project at the outstanding level. One group was at the adequate level. Four out of six scored outstanding on the play criteria and two scored at the adequate level.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>12/19/2011 - Consider assessing this slo by using individual curriculum planning assignments rather than the group project - this may give us a more refined understanding of each student's level of understanding.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 212 - Child, Family & Community - theories socialization - Analyze theories of socialization that address the	<b>Assessment Method:</b> an exam will be given testing the student's knowledge of socialization theories that address the interrelationship of child, family and community.	<p>12/28/2012 - Midterm administered in October. 78% of students received grade of "C" or better on the midterm.</p> <p><b>Result Type:</b></p>	<p>12/17/2012 - For next semester, I will add a new question on the midterm to hopefully increase the number of students receiving a "C" or better.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	interrelationship of child, family and community. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method Category:</b> Exam <b>Success Criterion:</b> 75% of students will receive grade of "C" or better.	<p>Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <hr/> <p>09/24/2012 - Sp12- Proett: SLO 1- 80 % of the students answered 70% of the final essay questions successfully.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">SLO data ECE 212 spring 2012 P Proett.doc</a></p> <hr/> <p>05/25/2011 - 77% of students received grade of "C" or better</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <hr/> <p>03/18/2011 - 80% of students received 75% or better on socialization exam</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2009 - 2010</p>	<p><b>Action Plan Category:</b> Develop new evaluation methods</p> <hr/> <p>09/24/2012 - Given the overlap between SLO 1 and 2, i will probably assess each SLO differently. One will be assessed via a paper, one via mid term or final and a third perhaps in group work.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 212 - Child, Family & Community - impact of factors - Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Using research, students will write an essay examining the political, socioeconomic and educational impacts on the lives of children and families. <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> 75 % of Students will receive a grade of "C" or better.	<p>12/17/2012 - Topic papers were written from the context of one's on personal experiences and "stories". The educational, socioeconomic and cultural factors were all addressed. 92% of students received a grade of "C" or higher on their essays.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b></p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2012 - 2013</p> <hr/> <p>09/24/2012 - Sp12- Proett: SLO 2- 80 % of the students answered 70% of the final essay questions successfully.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>09/24/2012 - Given the overlap between SLO 1 and 2, i will probably assess each SLO differently. One will be assessed via a paper, one via mid term or final and a third perhaps in group work.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>
			<p>05/25/2011 - 75% or more received grade "C" or better</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	
			<p>03/18/2011 - 98% of students received grades of "C" or better on student essays</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2009 - 2010</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 212 - Child, Family &amp; Community - analyze research regarding social issues - Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> An exam will be given that includes content related to current social issues as well as changes that affect children, families, schools and communities.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> students will receive a grade of "C" or better</p>	<p>12/17/2012 - Final exam administered which included questions about the parent/school partnership, supporting families, healthy family dynamics and the role of schools in the socialization process. 89% of students received grade of "C" or better.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	
			<p>09/24/2012 - Sp12- Proett: SLO 3- 80 % of the students 20-25 possible points</p>	



SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>written from the point of view of a teacher writing a progress report for a parent in anticipation of a parent-teacher conference.</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> 75% of students will receive a grade of "C" or better</p>	<p>making the connections between observed behavior and the evidence it provided for assessing development. Their knowledge of typical child development increased, as did their understanding of the individual child they were observing.</p> <p>The methods were successful. I will continue, and always be open to new ideas for teaching and assessing the outcomes.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 223 Lukas SP12 results.doc</a></p> <hr/> <p>06/02/2011 - 94% of students received a grade of "C" or higher</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 223 - Infant Development</p> <p>- uniqueness - Demonstrate knowledge reflecting each child's uniqueness, competence and vulnerability needs in group care. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> An exam will be given which includes content related to unique needs of infants and toddlers in group care.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> Students will receive grade of "C" or better</p>	<p>09/17/2012 - ECE 223 LA Sp12 results: Lukas</p> <p>SLO 3: The importance of relationships was an on-going theme throughout the semester. The link between culture and identity development was emphasized, and what that meant in terms of caring for other people's children. There were many assignments and class discussions connected to this learning outcome. As in SLO 2, the final exam assessed the</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>students? attitude toward the contexts of development in the first three years. All students responses were sensitive and demonstrated their knowledge of the importance of culture on development, as well as specific strategies for working with families to learn their culture and values. In addition, the students demonstrated an understanding of methods to adapt and support the home culture and language in group care settings.</p> <p>The methods were successful. I will continue, and always be open to new ideas for teaching and assessing the outcomes.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 240 - ECE Admin: Bus/Legal - Licensing Regulations - Students will identify and apply Title 22 licensing regulations to managing a child care business. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Makes a complete and thorough assessment of the classroom using the ECERS-R tool.</p>		
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 240 - ECE Admin: Bus/Legal - Budget - Students will demonstrate ability to create and manage a child care budget. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Makes a complete and thorough assessment of the classroom using the ECERS-R tool.</p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 240            - ECE Admin: Bus/Legal            - ECERS-R - Students will demonstrate the ability to evaluate a child care program using the ECERS-R instrument and develop a plan for program improvement based on the results of the evaluation. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>            Makes a complete and thorough assessment of the classroom using the ECERS-R tool.</p>	<p>09/17/2012 - ECE 240 Fall 2011:            Patterson SLO#4</p> <p>SLO #4 70% of the studentts, 20 our of 26 students completed the assignment with a C grade or better. 6 students did not turn in the assignment.</p> <p>In reviewing the class results to this assignment, in the future, I will spend more time with activities that help with a better understanding of analyzing data to produce an effective program improvement plan</p> <p><b>Result Type:</b>            Criterion met</p> <p><b>Reporting Cycle:</b>            2011 - 2012</p> <p><b>Related Documents:</b>  <a href="#">ECE 240 SLO4-Patterson Assessment Data Form Fall 2011.doc</a></p> <hr/> <p>02/13/2012 - SLO #4 70% of the studentts, 20 our of 26 students completed the assignment with a C grade or better. 6 students did not turn in the assignment.</p> <p>In reviewing the class results to this assignment, in the future, I will spend more time with activities that help with a better understanding of analyzing data to produce an effective program improvement plan.</p> <p><b>Result Type:</b>            Inconclusive</p> <p><b>Reporting Cycle:</b>            2011 - 2012</p> <p><b>Related Documents:</b>  <a href="#">ECE 240 Assessment Data Fall 2011.doc</a></p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 241            - ECE Admin: Human Relations            - Leadership skills - SLO1 Students will demonstrate leadership skills appropriate to the child care industry. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>            in small groups, students will make presentations which highlight effective leadership skills and strategies.  <b>Assessment Method Category:</b>            Presentation/Performance  <b>Success Criterion:</b>            students in small groups will receive grade of "C" or better</p>	<p>09/24/2012 - Sp12- Patterson: SLO 1 Leadership Reflection paper assignment, 31 papers submitted, average class score 18.03 of 20 possible points, 4 students did not completed assignment. Program Administrative Scale Assignment- 30 students submitted assignments, average class score 20.0 out of 20 possible points. Leadership Topic Presentation and or documentation panel, 34 assignments completed, average class score 30.0 our of 30 possible points.</p> <p>Reflection: The class results with a preassessment at the beginning of the semester helped to ascertain the areas of focus for classroom insturction and supporting assignments. The post assessment class results showed the improvement of .61 points in their skill and knowledge of the content areas delivered throughout the semster. The assignments slected supported the SLO's determined for the semester, assessing the student's knowledge where strategies to support the student's development of knowledge and skills throughout the semster. This was a new techniques I implemented in this semester and it helped to udnerstand student's beginning knowledge.</p> <p><b>Result Type:</b>            Criterion met  <b>Reporting Cycle:</b>            2011 - 2012  <b>Related Documents:</b>  <a href="#">ECE 241 SLO data spring 2012 M Patterson.doc</a></p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 241            - ECE Admin: Human Relations            - Staff development program - SLO3            Students will develop a comprehensive professional staff development program. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>            students will collect information and resources in a portfolio format that demonstrate an understanding of what would be included in a professional staff development program.  <b>Assessment Method Category:</b>            Portfolio  <b>Success Criterion:</b>            students will receive grade of "C" or better</p>	<p>09/24/2012 - Sp12-Patterson: SLO3            Class assignments, average class score 20.0 out of 20 possible points.  <b>Result Type:</b>            Criterion met  <b>Reporting Cycle:</b>            2011 - 2012</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 241            - ECE Admin: Human Relations            - Communication Strategies - SLO4            Students will demonstrate effective communication strategies including conflict resolution skills and strategies for parent and teacher conferences. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>            in small groups, students will make presentations using role play situations that demonstrate effective communication strategies.  <b>Assessment Method Category:</b>            Presentation/Performance  <b>Success Criterion:</b>            student small groups will receive grade of "C" or better.</p>	<p>09/24/2012 - Sp12-Patterson: SLO4            Class assignments, average class score 20.0 out of 20 possible points.  <b>Result Type:</b>            Criterion met  <b>Reporting Cycle:</b>            2011 - 2012</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 241            - ECE Admin: Human Relations            - Multiple Systems - SLO2            Students will discuss the importance of recognizing multiple systems within an early childhood setting to include social, political, institutional, religious and cultural aspects. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>            Preassessment of multiple aspects, Post assessment of multiple aspects, Quiz, Reflection Paper  <b>Assessment Method Category:</b>            Other  <b>Success Criterion:</b>            70% of students will complete the course with a grade of C or better.</p>	<p>09/24/2012 - Sp12-Patterson: SLO 2            Preassessment, 13 questions assessed, average class score .24. Area of semester attention to increase student's knowledge in recognizing multiple child care systems. Post assessment, 13 questions assessed, average class score .85. Quiz results showed average class score of 15.4 out of 20 possible points. Reflection Paper showed class average score of 15.0 out of 15.0 possible points.</p>	

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			<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 242</p> <p>- Adult Supervision in ECE/CD</p> <p>- Context and Culture - Define the Supervisory Context and Culture of Early Childhood Settings (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> in small groups, students will make presentations on topics related to supervision including issues such as culture and team building.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> 75% of student groups will receive grade of "C" or better</p>	<p>09/24/2012 - Sp12-Proett: SLO 1: 33 of 40 students received full credit on 7 or more questions resulting in 80% of the students achieving success on 7 of 8 questions.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">SLO data ECE 242 spring 2012 P Proett.doc</a></p> <p>09/17/2012 - ECE 242 Fall 2011 results: Proett</p> <p>SLO 1: 33 of 40 students received full credit on 7 or more questions resulting in 80% of the students achieving success on 7 of 8 questions.</p> <p>SLO 1: No changes except potential of pre and post testing to help students improve their comprehension.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 242 Fall 2011 results Proett.doc</a></p> <p>02/13/2012 - SLO 1: 33 of 40 students received full credit on 7 or more questions resulting in 80% of the</p>	<p>09/24/2012 - SIO 1: No changes except potential of pre and post testing to help students improve their comprehension.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>students achieving success on 7 of 8 questions.</p> <p>SIO 1: No changes except potential of pre and post testing to help students improve their comprehension.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 242 Fall 2011.doc</a></p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 242 - Adult Supervision in ECE/CD - Appropriate Practices - Demonstrate knowledge of Appropriate Practice and Quality Indicators for ECE and Care settings and implications for Supervision (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> An exam will be given which tests the student's understanding of DAP and its implications for supervision</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> students will receive grade of "C" or better</p>		
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 242 - Adult Supervision in ECE/CD - Framework for Supervision - Provide evidence of understanding for a framework for supervision including Reflective Practice, Observation, Analysis, Evaluating and Conferencing of staff (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Using research, students will write an essay demonstrating an understanding the framework for supervision.</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> students will receive grade of "C" or better</p>		
	<p>CAN Dept - Early Childhood Education</p>			

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>/ Child Development - CAN ECE. 244  - Prekindergarten Learning &amp; Dev  - guideline identification - Students will be able to list and discuss program guidelines identified by California Department of Education that are essential for high quality preschool/Prekindergarten programs. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>  Essays completed during the semester</p> <p><b>Assessment Method Category:</b>  Essay</p> <p><b>Success Criterion:</b>  75% of the students will answer the question with at least 75% accuracy</p>		
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 244  - Prekindergarten Learning &amp; Dev  - family effects - Students will be able to discuss societal circumstances that affect families and analyze the impact they have on young children as they enter preschool and kindergarten. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>  This SLO was assessed in two ways: a Pre- and Post- test to assess student perception of increases of awareness</p> <p><b>Assessment Method Category:</b>  Pre and post testing</p>	<p>05/19/2011 - Fifteen usable pre- and post -tests were available to determine the attainment of this course outcome. Students were asked to rate themselves on a 10 point scale. The item reads, " I am able to identify societal changes on families and analyze the potential impact these changes have on young children as they enter preschool and kindergarten." The class average rating at the beginning of the class was 5.1 and the class average at the end of the class was 8.5, an increase of 3.4 points.</p> <p>In addition, a test item assessing this outcome was answered correctly by 19/20 students. Those 19 students earned 100% of the available points for that test item.</p> <p><b>Result Type:</b>  Inconclusive</p> <p><b>Reporting Cycle:</b>  2010 - 2011</p>	
			<p>07/27/2010 - The pre- and post- tests resulted in students assessing themselves an average of 3.5 (on a scale of 10) points higher after completing the class. The greatest gain, 6 points higher, was indicated by two students. The smallest</p>	<p>07/27/2010 - I appreciated that on the pre- and post-tests students, for the most part, did not rate themselves a 10/10 (only 1 student did). I felt that this reflected an awareness that we are still learning about how individual</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>gain, 1 point, was noted by 3 students. The greatest gains were indicated by the most entry level students and the smallest gains were noted by some of the most experienced/confident students. (S = 15)</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2009 - 2010</p>	<p>circumstances families face influence their abilities to help their children to be ready for kindergarten.</p>
		<p><b>Assessment Method:</b> a test item on the final exam.</p> <p><b>Assessment Method Category:</b> Exam</p>	<p>05/19/2011 - Twenty students completed the test item. Nineteen scored 100% of the points available for that test item.</p> <p>In addition, a pre- and post-test item asking students to self assess their increased awareness of this "family effect" indicated that students felt they had significantly added to their understanding. On a 10-point scale, the average change was 3.4 points. The average class beginning rating was 5.1 and the average class ending rating was 8.5. Fifteen pre- and post-tests were usable in this accounting.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	
			<p>07/27/2010 - The test item: In our current society children and their families face many challenges that can get in the way of school success. Identify two of these challenges and describe how a good preschool experience might address the challenge and create (or increase) a child's opportunity for school success.</p>	<p>07/27/2010 - I am not sure that the test item measured student competence accurately. I think that, although students scored well, others might have scored better if assessed in another way. The small group discussions of this topic were richer and more complete than student responses to the test item. I would like to utilize social</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Fifteen students completed the test item at this sitting.  66.6% of the students completed this question and earned the full point value of the question (100%).  33.3% of the students completed this question and earned partial credit (75%).</p> <p><b>Result Type:</b>  Criterion met</p> <p><b>Reporting Cycle:</b>  2009 - 2010</p>	<p>constructivism for assessment to a greater extent. I believe that that will require short individual "student meetings" and a rubric. I feel that small group work optimizes learning in student populations that are diverse in, not only culture, but also age, work experience, and college experience. My goal is to strike a balance between mini-lectures, student mentoring, and group process.</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 247 - Foundations for School Success - foundations and frameworks - Students will demonstrate an understanding of the purpose of the California Preschool Learning Foundations and the California Curriculum Framework. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>  Essay</p> <p><b>Assessment Method Category:</b>  Essay</p> <p><b>Success Criterion:</b>  75% of the students will answer the question/prompt with at least 75% accuracy</p>	<p>01/09/2013 - 80% of the students performed at the 75% rate of accomplishment or higher</p> <p><b>Result Type:</b>  Criterion met</p> <p><b>Reporting Cycle:</b>  2012 - 2013</p>	<p>01/09/2013 - This assessment was repeated at the end of the semester and accomplishment rate had improved to 100%</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 247 - Foundations for School Success - play and school success - Students will assess children's play to determine their level of development and will demonstrate an understanding of how to add challenges within the context of play to support learning and school readiness. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>  Video analysis  Group or Individual Report Outs</p> <p><b>Assessment Method Category:</b>  Other</p> <p><b>Success Criterion:</b>  75% of the students will perform at the 75% rate of accomplishment</p>	<p>01/09/2013 - 75% of students could successfully evaluate development within the context of play and identify "next steps"</p> <p><b>Result Type:</b>  Criterion met</p> <p><b>Reporting Cycle:</b>  2012 - 2013</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 247 - Foundations for School Success - family</p>			

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	engagement - Students will analyze the value of existing school readiness information for families and/or develop materials and engagement strategies to prepare them to support their child's school success. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Essay <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> 75% of the students will answer the question/prompt with at least 75% accuracy	01/09/2013 - 100% of students analyzed the readiness materials and evaluate them for appropriateness of use with parents. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2012 - 2013	01/09/2013 - Some students needed clearer explanations about the expectations of this assignment
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 254 - Anti-Bias Curriculum - critically examine - Critically examine societal and personal attitudes, beliefs, values, assumptions and biases about culture, language, identity, family structures, ability, socio-economic status and other issues influenced by systemic oppression. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> students will write a personal essay describing their own personal attitudes, cultural beliefs and values. <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> 75% of students will receive a grade of "C" or better	12/17/2012 - Students wrote "topic paper" with 5 choices for them to choose from. Each topic addressed personal and cultural experiences from which students could draw from. 97% of students received a grade of "C" or better. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2012 - 2013	
			05/25/2011 - 81% of students received grade of "C" or better <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2010 - 2011	
			03/29/2011 - 85% of students received grade of "C" or better <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2010 - 2011	
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 254 - Anti-Bias Curriculum - how children learn prejudice - Apply			

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>theories on how children learn prejudice and stereotypes to planning curriculum and supports that promote respectful interpersonal relationships. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> An exam will be given testing student's knowledge and understanding about the ways in which young children learn about stereotypes and prejudice. <b>Assessment Method Category:</b> Exam <b>Success Criterion:</b> students will receive grade of "C" or better</p>	<p>12/17/2012 - Midterm administered in October included several questions related to stereotypes, prejudice and the teachers role in helping children and parents understand these issues and how to overcome stereotyping and prejudice. Students' examined their own beliefs and biases as well. 78% of students received grade of "C" or better. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2012 - 2013</p> <hr/> <p>05/25/2011 - 69% of students received grade of "C" or better <b>Result Type:</b> Criterion not met <b>Reporting Cycle:</b> 2010 - 2011</p> <hr/> <p>03/29/2011 - 76% of students received grade of "C" or better on exam <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2010 - 2011</p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 254 - Anti-Bias Curriculum - environments - Critically assess the components of culturally relevant and responsive physical and social environments to create respectful, reciprocal relationships that support and empower families, children and teachers. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> An exam will be given that will test the student's knowledge of the importance of culturally relevant and responsive environments that support reciprocal relationships. <b>Assessment Method Category:</b> Exam <b>Success Criterion:</b> students will receive grade of "C" or better</p>	<p>12/17/2012 - 5 quizzes over the course of the semester were given, each addressing specific aspects of an environment in an early childhood education setting including how to ensure a responsive environment for children and families. 88% of students received a grade of "C" or better on all 5 quizzes. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b></p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2012 - 2013</p> <hr/> <p>05/25/2011 - 79% of students received grade of "C" or better</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <hr/> <p>03/29/2011 - 87% of students received grade of "C" or better on exam.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <hr/>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 313 - Health and Safety for Children - Assessment Strategies - Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Using research, students will write an essay which assesses the strategies used to maximize the mental and physical health of young children and adults in programs</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 75% of Students will receive a grade of "C" or better</p>	<p>09/24/2012 - Ap12-Proett: SLO 1,2 and 3 Final exam questions for each SLO, yielding 75% of the students received 80% or better on overall exam.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">SLO data ECE 313 spring 2012 P Proett.doc</a></p> <hr/> <p>09/17/2012 - ECE 313 fall 2011 results: Proett</p> <p>SLO 1: 27 of 39 students answered 7 out of 8 mid term questions. That achievement was slight below target of 70%.</p> <p>Assessment measure may need to change to final exam or combination of 3 or 4 quizzes.</p> <p><b>Result Type:</b></p>	<p>09/24/2012 - Had attempted a pre test to establish ?baseline? and had planned to assess increased knowledge with post test or final exam. After consideration, the two assessment methodologies of pre test and final were too variant. Will align pre and post test exactly for next assesment cycle.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p> <hr/>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 313 fall 2011 results-Proett.doc</a></p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 313 - Health and Safety for Children - Identify Risks - Identify health, safety, and environmental risks in children's programs. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Students will answer six questions on the midterm exam related to identifying health, safety, and environmental risks in children's programs.</p> <p><b>Assessment Method Category:</b> Exam</p>	<p>09/24/2012 - Sp12- Proett: SLO 1,2 and 3 Final exam questions for each SLO, yielding 75% of the students received 80% or better on overall exam.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>09/24/2012 - Had attempted a pre test to establish ?baseline? and had planned to assess increased knowledge with post test or final exam. After consideration, the two assessment methodologies of pre test and final were too variant. Will align pre and post test exactly for next assesment cycle.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>
			<p>02/13/2012 - 27 out of 39 students answered 7 out of 8 mid term questions. That achievement was slight below target of 70%.</p> <p>Assessment measure may need to change to final exam or combination of 3 or 4 quizzes.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 313 Fall 2011.doc</a></p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 313 - Health and Safety for Children</p>			

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	- Nutritional Needs - Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition. (Created By CAN Dept - Early Childhood Education / Child Development)	<p><b>Assessment Method:</b> An exam will be given to students testing their knowledge of the nutritional needs of young children at various ages.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> students will receive grade of "C" or better</p>	<p>09/24/2012 - Sp 12: Proett: SLO 1,2 and 3 Final exam questions for each SLO, yiedling 75% of the students received 80% or better on overall exam.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>09/24/2012 - Had attempted a pre test to establish ?baseline? and had planned to assess increased knowledge with post test or final exam. After consideration, the two assessment methodologies of pre test and final were too variant. Will align pre and post test exactly for next assesment cycle.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 333 - Observational Skills - Compare ECE Settings - Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings. (Created By CAN Dept - Early Childhood Education / Child Development)	<p><b>Assessment Method:</b> An exam will be given with content related to formal and informal observation and assessment strategies.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> 75% of students will receive grade of "C" or better</p>	<p>05/29/2013 - The 29 students completing this answer averaged 80.41% accuracy. However, 8 students scored lower than 70%.</p> <p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>05/29/2013 - I will include an exerzise during the final weeks of the semester that encourages comparison and contrast so that the students are familiar with the task.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 333 - Observational Skills - Evaluate Assessment Tools - Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics. (Created By CAN Dept - Early Childhood Education / Child Development)	<p><b>Assessment Method:</b> An exam will be given which tests the student's knowledge of the strengths and limitations of common assessment tools</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> students will receive a grade of "C" or better</p>	<p>05/29/2013 - The 29 students completing this answer averaged 87.80% accuracy. However, 6 students scored lower than 70%.</p> <p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>05/29/2013 - I will have students develop a comparative study guide over the course of the semester.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>
	CAN Dept - Early Childhood Education			

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>/ Child Development - CAN ECE. 333  - Observational Skills  - Systematic Observation Methods - Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.  (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>  in small groups, students will make presentations demonstrating appropriate and systematic observation methods related to children's development  <b>Assessment Method Category:</b>  Presentation/Performance  <b>Success Criterion:</b>  Student groups will receive grade of "C" or better</p>	<p>05/29/2013 - Students in this class presented their completed DRDP and their completed ECERS -R to each other within small groups. DRDP: 24 students earned a C or better , 5 earned less than a C or did not submit results. ECERS- R: 25 students earned a C or better, 4 earned less than a C or did not submit results.  <b>Result Type:</b>  Criterion met  <b>Reporting Cycle:</b>  2013 - 2014</p>	<p>05/29/2013 - I will continue to work with students to be sure they hand in work.  <b>Action Plan Category:</b>  Other</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 333  - Observational Skills  - Assess Partnerships - Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>  Using research, students will write an essay demonstrating their understanding of the value of partnerships with parents and the use of observational data.  <b>Assessment Method Category:</b>  Essay  <b>Success Criterion:</b>  students will receive grade of "C" or better</p>	<p>05/29/2013 - 28 out of 29 students were able to answer this question with a C or better. One student chose not to answer it.  <b>Result Type:</b>  Criterion met  <b>Reporting Cycle:</b>  2013 - 2014</p>	<p>05/29/2013 - No action necessary.  <b>Action Plan Category:</b>  Other</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 335  - Handling Behavior  - Identify Childrens Behavior - Identify, define and discuss the principles of child development and articulate how this furthers an understanding of children and behavior. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b>  An exam will be given with content related to the principles of child development  <b>Assessment Method Category:</b>  Exam  <b>Success Criterion:</b>  75% of students will receive a grade of "C" or better</p>	<p>09/17/2012 -  ECE 335 results Fall 2011: Baxter  SLO #1:  the SLO 91% of the students achieved the SLO  75% of the students achieved the SLO at the mastery level  16% of the students achieved the SLO at a satisfactory level</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>9% of the students did not achieve the SLO</p> <p>Slightly more emphasis needs to be placed on a review of basic child development knowledge at the beginning of the course. More use of videos to practice obserbing together in class and applying the knowledge of child development to an understanding of children's behavior would also enhance the students' abilities in applying this material to vignettes (as it is displayed on the test) and to real life observations in the field.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 335 SLO1 Baxter fall 2011 results.doc</a></p>	
			<p>02/13/2012 - Professor Baxter- SLO #1: 91% of the students achieved the SLO</p> <p>75% of the students achieved the SLO at the mastery level</p> <p>16% of the students achieved the SLO at a satisfactory level</p> <p>9% of the students did not achieve the SLO</p> <p>Slightly more emphasis needs to be placed on a review of basic child development knowledge at the beginning of the course. More use of videos to practice obserbing together in class and applying the knowledge of child development to an understanding of children's behavior would also enhance the students' abilities in</p>	<p>02/13/2012 - Slightly more emphasis needs to be placed on a review of basic child development knowledge at the beginning of the course. More use of videos to practice obserbing together in class and applying the knowledge of child development to an understanding of children's behavior would also enhance the students' abilities in applying this material to vignettes (as it is displayed on the test) and to real life observations in the field.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>applying this material to vignettes (as it is displayed on the test) and to real life observations in the field.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 335 Baxter -F11.doc</a></p>	
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 335 - Handling Behavior - Theories of Guidance - Identify various theories of guidance and discipline and how each applies to the application of guidance with young children. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Using research, students will write an essay demonstrating their knowledge of theories of guidance and discipline</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> students will receive grade of "C" or better</p>		
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 335 - Handling Behavior - List Techniques - List and demonstrate specific guidance techniques that influence children's behavior. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> an exam will be given testing student knowledge of specific guidance techniques</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> students will receive grade "C" or better</p>	<p>02/13/2012 - Professor Dillman-I used SLO 3 for my assessment. SLO 3 - List and demonstrate specific guidance techniques that influence children's behavior. First I aggregated the points awarded for the 2 short assignments, the guidance technique in class demonstration and question #3 and #4 of the final exam that all related to this SLO. I found that 73% of students received 52 pts or above out of a total possible of 65pts (an A or B). And I looked at the results for each type of work separately. I found that, on the two short assignments that involved reading, choosing a strategy to try out and then writing briefly about the experience,</p>	<p>02/13/2012 - Based on this assessment, and other assessments I have done, I plan to make a BIG point in the beginning of the class of the college's policy on plagiarism. I will create an in-class exercise, asking T or F is it plagiarism or not, using examples. I will also ask for a longer writing assignment earlier in the semester to see how they are doing. Some students performed much better on in-class assignments, presentations and homework that involved practising and writing about an activity or conducting an interview, than they did on the Final exam. I think I want to continue to use a variety of assignments in order to</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>75% of students received between 7-10 points out of a total of 10 points. On the in-class presentation/ demonstration of a guidance strategy, which was worth 40 points, students worked particularly hard to show what they could do. 80% of students received 35 points or better (A or B). On the Final, questions #3 and #4 (worth 15 points), I found that 42% of students received 80% or more points. This last is in contrast to the scores on the Final as a whole, worth 50 points, for which only 34% of students got an A or B, 23% got a C and 41% got a D! I believe the experience students got in trying out guidance techniques, talking and writing about them in class and in assignments, better prepared them to write about them on the final. I marked quite a few students with 0 points for some questions on the final because they had engaged in plagiarism from the text, internet or course powerpoints. On questions #3 and #4, however, students wrote more effectively in their own words about their experiences and could successfully give examples.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ECE 335 -Dillman- Fall 2011.doc</a></p>	<p>highlight the strengths of different students. I would like to change SLO 22 - Identify the various theories of guidance and discipline and how each applies to the application of guidance with young children. Many child guidance techniques do not fall neatly into the camp of one theorist or another. Many are a blend. I believe it is more critical for students to be able to identify, describe, and learn to use a guidance technique and to be able to describe in what situations, or with which age groups it might be most effective.</p> <p>Because this was my first Cañada College course, I had much to learn.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>

CAN Dept - Early Childhood Education / Child Development - CAN ECE. 362  
- Communicating with Parents  
- Communication Skills - Critically examine effective communication skills needed by ECE teachers and

**Assessment Method:**  
in small groups, students will make presentations demonstrating effective communication strategies.

**Assessment Method Category:**  
Presentation/Performance

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	professionals. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Success Criterion:</b> 75% of student groups will receive grade of "C" or better		
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 362 - Communicating with Parents - Communication with Parents - Demonstrate knowledge of how to communicate with parents (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Using research, students will write an essay demonstrating their knowledge of how to communicate with parents <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> students will receive grade of "C" or better		
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 362 - Communicating with Parents - Parent-Teacher Relationships - Demonstrate an understanding of the importance and value of positive parent-teacher relationships in an ECE setting. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> An exam will be given testing student understanding of the importance of positive teacher/parent relationships. <b>Assessment Method Category:</b> Exam <b>Success Criterion:</b> students will receive grade of "C" or better		
	CAN Dept - Early Childhood Education / Child Development - CAN ECE. 366 - Practicum in Early Child. Ed. - Reflective Teaching Practices - Critically assess one's own teaching experiences to guide and inform practice. (Created By CAN Dept - Early Childhood Education / Child Development)	<b>Assessment Method:</b> Faculty will use data gathered from these assessments to assess the level of reflection that students achieved using an instructor designed tool. <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> Students will show evidence of reflection in their mid-term and final	12/14/2013 - All students, in both sections conducted mid-term and final self evaluations. Students practiced reflection and made plans at the mid-term to make changes to their behavior in their practicum hours. Final evaluations showed both reflection and improvements in outcomes. <b>Result Type:</b> Criterion met	12/14/2013 - Continue requiring the mid-term and final self-assessments. Get feedback on the clarity of the tool from students and Master Teacher supervisors. <b>Action Plan Category:</b> Other

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		evaluations.	<b>Reporting Cycle:</b> 2013 - 2014	12/13/2012 - Develop a tool to assess the level of reflection demonstrated in the discussion forum.
			12/13/2012 - All 15 students in the class participated in reflection throughout the semester. Each week the students participated in a discussion forum that provided the opportunity for them to reflect on the work that they were doing at their placement.	<b>Action Plan Category:</b> Develop new evaluation methods
			<b>Result Type:</b> Inconclusive	
			<b>Reporting Cycle:</b> 2012 - 2013	
			05/29/2012 - All 17 students in the class participated in reflection throughout the semester. Each week the students participated in a discussion forum that provided the opportunity for them to reflect on the work that they were doing at their placement.	05/29/2012 - Develop tool to assess reflection exhibited in discussion forum.
			<b>Result Type:</b> Inconclusive	<b>Action Plan Category:</b> Develop new evaluation methods
			<b>Reporting Cycle:</b> 2011 - 2012	
			12/31/2011 - All 33 of the students who completed 366 during fall 11 completed their mid and final evaluations. These evaluations include qualitative feedback on their skills and abilities as demonstrated in their ece placement.	12/31/2011 - Continue to use the mid-term and self-evaluations. Work with group to improve the tool.
			<b>Result Type:</b> Criterion met	<b>Action Plan Category:</b> Develop new evaluation methods
			<b>Reporting Cycle:</b> 2010 - 2011	

CAN Dept - Early Childhood Education  
/ Child Development - CAN ECE. 366  
- Practicum in Early Child. Ed.

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>- Integrate Developmental Theory - Demonstrate an understanding of child development theory and its application in their work with children and by their ability to maintain healthy, safe, respectful, supportive and challenging learning environments for all children. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Students will reference developmental theory in their weekly blog assignments as they respond to the prompts developed by faculty.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Success Criterion:</b> Students will include references to developmental theory in at least 3 blog posts per semester.</p>	<p>12/13/2012 - Students referenced developmental theory an average of 3.4 times. However, half of the students averaged fewer than 3 references to theory.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <hr/> <p>05/29/2012 - Students averaged 1.8 references to developmental theory in their discussion posts.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <hr/> <p>12/31/2011 - Of the 32 students in two sections of 366, twenty referenced developmental theory at least once in their weekly blog assignment. Five twice. Three three times. Two six. Two seven. We realized that the prompts that we used were not explicit enough &amp; one section had major technical problems.</p> <p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	<p>12/13/2012 - Further refine discussion prompts to increase the percentage of students who are effectively referencing developmental theory.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p> <hr/> <p>05/29/2012 - Revise discussion posts to prompt students to consider developmental theory as they answer.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p> <hr/> <p>12/31/2011 - The instructors plan to update the discussion forum prompts and use a better tool on WebAccess.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 366 - Practicum in Early Child. Ed. - Implement Activities - Design, implement and evaluate curriculum activities that are based on observation and assessment of young children. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Students will demonstrate their ability to plan and implement curriculum activities while at their Practicum placement. Either through demonstration or through written forum assignment.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b></p>	<p>12/14/2013 - All students completing the course presented documentation panels for two assignments: Small Group Activity and Large Group Activity. These panels demonstrated a solid understanding of play-based activities based on observation and assessment of the children in their placement classroom.</p>	<p>12/14/2013 - In the next semester we will be adding more specific topical content to the Small Group and Large group assignments so that students will be practicing and presenting on Math Concepts and Literacy Activities.</p> <p><b>Action Plan Category:</b></p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		Students will have planned and implemented a curriculum activity for a group of children.	<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	Revise course syllabus or outline
			<p>12/13/2012 - Students plan, prepare for and do both a small and large group activity. They plan with their master teacher and write about it in the weekly discussion forum. All but one of the students participated in the large group poster presentation and they averaged a 17.06 out of 20 points. All students participated in the small group poster session and they averaged 17.86 out of 20 points.</p>	<p>12/13/2012 - continue assessing and consider new ways to introduce the documentation panel during class time.</p>
			<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p><b>Action Plan Category:</b> Conduct Further Assessment</p>
			<p><b>Related Documents:</b> <a href="#">SLOAC ECE 366_activities_rubric.docx</a></p>	
			<p>05/25/2012 - Students planned small and large group activities with the help of their master teachers. They did the activity with children and then they created a documentation panel to present in class. All of the students completed a panel for the large group activity. In section B students scored an average of 17.28 out of 20 and section B scored an average of 15.92</p>	<p>05/29/2012 - Continue evaluation, revise rubric</p>
			<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p><b>Action Plan Category:</b> Conduct Further Assessment</p>
			<p><b>Related Documents:</b> <a href="#">SLOAC ECE 366_activities_rubric.docx</a></p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>12/31/2011 - Unable to assess fully because we did not ask students to bring evidence to class - we asked them to upload the info in a weekly discussion forum.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">Rubric for Small Group Activity.docx</a></p>	<p>03/10/2012 - Develop a rubric. Add an in class demonstration panel for the students large and small group activities.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 382 - Male Involvement in E.Childhood - Define Impact - Define the impact and importance of men being involved in the lives of young children. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> An exam will be given which tests the students understanding of the impact and importance of men in the lives of young children.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> 75% of students will receive a grade of "C" or better</p>		
	<p>CAN Dept - Early Childhood Education / Child Development - CAN ECE. 382 - Male Involvement in E.Childhood - Discribe Barriers - Describe and define the barriers and issues that impede male involvement with young children. (Created By CAN Dept - Early Childhood Education / Child Development)</p>	<p><b>Assessment Method:</b> Using research, students will write an essay defining the barriers and issues that mpede male involvement with young children</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> students will receive grade of "C" or better</p>		

