

Course or Program Assessment Summary

http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: Human Development Program: Early Childhood Education Date: May 17, 2013

v. 3 2012

Courses in program, or course: ECE 201 Child Growth and Development

Faculty involved with the assessment and analysis:

Course-to-program outcome mapping document** is completed Yes X No

1	Student Learning Outcome Statements ☐ Program ☒ Course	Upon completion of this course the student should be able to: 1. Analyze major developmental milestones for children from conception through adolescence in the areas of cognitive, biosocial, psychosocial and language development using standard research methodologies. 2. Analyze how cultural, economic, political, historical contexts affect children's development. 3. Compare and contrast various theoretical frameworks that relate to the study of human development. 4. Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies. 5. Differentiate characteristics of typical and atypical development at various stages. 6. Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Student achievement outcomes ere measured through a self-assessment tool. The tool is a self-report form on which the students ranked their achievement on the Course Learning Outcomes. Students ranked their achievement on a Likert Scale (5=Very Well, 4=Fairly Agree, 3=Somewhat, 2=Slightly, and 1=Not At All). This is the first assessment for this class using the new SLOs.
3	Assessment Administration Plan (date(s), sample size or selection of course sections,	In the Fall 2012 semester 3 sections of ECE 201 students were asked to complete the self-assessment in the 17th week of the semester. 97 students completed the self-assessment.

	scoring procedures, etc.)	
4	Assessment Results Summary (summarize Data)	These SLOs are new to this class and represent the California Community College Curriculum Alignment Project. SLO 3 (<i>Compare and contrast various theoretical frameworks that relate to the study of human development.</i>) ranked lowest with a mean of 3.70 . Second lowest was SLO 4 (<i>Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.</i>) Highest at mean 4.31 was SLO 6 (<i>Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.</i>) Does this reflect abstract theory and application versus observable changes over time? SLO 1 (<i>Analyze major developmental milestones for children from conception through adolescence in the areas of cognitive, biosocial, psychosocial and language development using standard research methodologies.</i>) third lowest at 3.95 is very surprising as it is basis of the course and part of each chapter. At 4.03 SLO 5 (<i>Differentiate characteristics of typical and atypical development at various stages.</i>) and SLO 2 (<i>Analyze how cultural, economic, political, historical contexts affect children's development.</i>) at 4.23 complete the assessment.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The themes of theory, research & methodologies and developmental contexts seem to be consistently low self-assessed areas. This was also true for the previous old set of SLOs. The higher assessments revolve around more observable and factors that students have had personal experience.
6	Recommended Changes & Plans for Implementation of Improvements	In our review it was noted that the SLO's were clear to faculty but maybe not to students. Faculty will spend more time identifying and defining terms used in SLOs. The students need faculty to focus on investigative methodologies, using examples presented in the textbook and from professional journals. Utilizing interviews, surveys, and observations and different developmental levels should help address SLO 1, SLO 3, and SLO 4. We will use a direct assessment for SLO 3 next cycle.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	All ECE 201 faculty were sent the ECE 201 SLOs assessment results for their individual class(es) and the ECE 201 aggregate. On May 17, 2013 the ECE 201 faculty met to discuss assessment results and improvement plans.

****Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>**

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Division: Human Development Program: Early Childhood Education Date: May 17, 2013

v. 3 2012

Courses in program, or course: **ECE 202 - Child Family and Community**

Faculty involved with the assessment and analysis: Don Norton, Louis Spadia-Beckham, Tricia Bramsen

Course-to-program outcome mapping document** is completed Yes X No

1	Student Learning Outcome Statements ☐ Program ☒ Course	Upon completion of this course the student should be able to: 1. Analyze theories of socialization that address the interrelationship of child, family and community. 2. Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families. 3. Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities. 4. Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning. 5. Critically assess community support services and agencies that are available to community and families. 6. Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Student achievement outcomes were measured through a self-assessment tool. The tool is a self-report form on which the students ranked their achievement on the Course Learning Outcomes. Students ranked their achievement on a Likert Scale (5=Very Well, 4=Fairly Agree, 3=Somewhat, 2=Slightly, and 1=Not At All).
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	All brick and mortar ECE 202 classes during the Fall 2012 semester were asked to give the student self assessment the 17th week of the semester. 66 students completed the self-assessment.

4	Assessment Results Summary (summarize Data)	The overall scores were very good with only 16 students assessing in the “Slightly” and no students assessed in the “Not at all” response category for any of the SLOs. <u>SLO 6 scored</u> highest with students self-assessments at just below 60% for Very Well (<i>Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development</i>) SLO 6 also had the highest mean of 59.32. The lowest mean at 3.70 was SLO 3 (<i>Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.</i>) SLO 3 had the highest number of students at 7 that scored “Slightly”. SLO 4 (<i>Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children’s development and learning.</i>) scored the 2nd lowest at 3.77 with 5 students assessing in the “Slightly” area. SLO 1 (<i>Analyze theories of socialization that address the interrelationship of child, family and community.</i>) was third lowest with a mean of 3.96 with no students assessing themselves “Slightly or Not at all”. SLO 5 (<i>Critically assess community support services and agencies that are available to community and families.</i>) the 3rd highest mean at 4.03 was a surprise because we had made an extra effort to invite more community organizations into the classroom and expand a Community Agency Visit activity. SLO 2 (<i>Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.</i>) with a mean of 4.23 was an improvement over last assessment cycle and reflects an heightened importance of news (paper and internet) related current events with in class discussions. We feel surprised and encouraged by the positive and negative assessments.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	This was the first assessment of this course with the new California Community College Alignment Student Learning Outcomes.
6	Recommended Changes & Plans for Implementation of Improvements	As in the previous assessment, even though some of the SLOs were different, students score higher where they can personalize the material. We feel more opportunities for students to meet community non-profit CEOs and elected officials could help with SLO 3 and SLO 4. Clearly more thought and energy needs to be given to SLO 1, SLO 3 and SLO 4 as these are essential to the course core. While all the instructors feel we cover these topics extensively there seems to be a disconnect between what we feel we are providing and what the students are learning. Are we faculty using a different dictionary than are students? Our task will be to take more time to define topics and concept and then develop personally meaningful activities to reinforce at a deeper level. We all feel more community visitors, more specific placement of students completing community service and a revision of the Community Agency visit

		would be of added value to the students.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	All Child Family and Community Faculty were invited to analyze SLO self-assessment reports and share their interpretations on May 17, 2013.

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Division: Human Development Program: Early Childhood Ed Date: 5/16/14.

Courses in program, or course: ECE 203 – Curriculum for Young Children

Faculty involved with the assessment and analysis: Tricia Bramsen, Leslie Dragoo

Course-to-program outcome mapping document** is completed Yes X No

1	Student Learning Outcome Statements ☐ Program ☒ Course	<i>Upon completion of the course students will be able to:</i> <i>1. Investigate and apply developmentally appropriate principles and teaching strategies to influence young children's development.</i> <i>2. Design and implement curriculum based on observation and assessment of young children to support play and learning using developmental, inclusive, and anti-bias principles to support all children's learning.</i> <i>3. Apply an understanding of children's learning and development within key content areas to design and present foundation curriculum; in such areas as creativity and the arts, physical development, literacy, math, science and social/emotional development.</i> <i>4. Demonstrate knowledge in evaluating curriculum in terms of best practices using state-required and program-required tools that support children's learning.</i>
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	<i>Student achievement of outcomes will be measured through a self-assessment tool. The tool is a self-report form on which the students ranked their achievement on the Course Learning Outcomes. Students ranked their achievement on a Likert Scale (5=Very Well, 4=Fairly Agree, 3=Somewhat, 2=Slightly, and 1=Not At All).</i>
3	Assessment Administration Plan (date(s), sample size or	<i>Typically one or two sections of ECE 203 are taught a year. This is 30-60 students, depending on the number of sections. The students assessed were in Spring 2013, single section.</i>

	selection of course sections, scoring procedures, etc.)	
4	Assessment Results Summary (summarize Data)	<i>Students assessed themselves on SLO 4 the highest. 80% Very Well and 15% Fairly Well. SLO's 1, 2, and 3 averaged 70% Very Well and 30% Fairly Well. SLO 3 was the lowest, with 30% Somewhat.</i>
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<i>Overall we were pleased with the results. It is rewarding to see the high percentage on SLO 4 which deals with the core of the class, curriculum planning and evaluation. Students also rated their knowledge on teaching strategies, observation and assessment, and specific curriculum areas highly at 70% Very Well. These are also important components of the curriculum class. We did feel the SLO's need some revision and clarification.</i>
6	Recommended Changes & Plans for Implementation of Improvements	<i>We had revised the SLO's for clarity. Four SLO's seems to be an appropriate number to reflect course content. It appears more can be done to demonstrate the SLO's in class assignment and activities. Continuing to attach the SLO's to the syllabus and assignments will be a focus. Also integrating them more directly to the lecture/discussions by using parenthetical examples and definitions. These changes will be made in Fall 2014 leading to better assessments. We also hope to implement better assessment tools in the future.</i>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<i>I discussed the results of the assessment with the part-time instructor who teaches this class . She will attach the SLO's to assignments and activities in the syllabus. She will also directly embed them into lectures and discussions in class.</i>

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Division: Human Development Program: Early Childhood Education

Date: 9/2014

Courses in program, or course: ECE 204 Child Health Safety and Nutrition

Faculty involved with the assessment and analysis: Leslie Dragoo

Course-to-program outcome mapping document** is completed Yes X No _____

1	Student Learning Outcome Statements ☐ Program ☒ Course	Upon completion of this course students will be able to: 1. 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. Distinguish aspects of quality in programs for young children as related to health and safety. 2. Identify health, safety and environmental risks in children's programs. Demonstrate skills for referral to various community health agencies. 3. Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition. 4. Evaluate regulations, standards, policies and procedures related to health, safety and nutrition in support of young children, teachers and families. Evaluate the relationship between healthy development and nutrition and explore the nutritional needs of children at ages and stages. 5. Distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Outcome #1 will be measured through Case Study Evaluations on a chapter by chapter basis. Outcome #2 will be measured using a standardized checklist of indoor/outdoor quality environments, with a walk-through of a Children's Center classroom. Outcome #'s 3, 4 and 5 will be measured by classroom play-based curriculum projects following the guidelines of the Early Learning Rating Score Manual.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	All students in ECE 204 completed a self-assessment instrument at the end of the semester of Spring 2014. This was based on the traditional course taught approximately one or two semesters each year. The enrollment was approximately 30 students per class.
4	Assessment Results Summary (summarize Data)	The Instructor assessed the presentations, checklists visitations, and case study evaluations. Students assessed did very well with an average of 83%, the highest being 90% on SLO's 2, 3 and 5. The lowest was 75% on SLO's 1

		and 4 due to the vast and extensive California State requirements, regulations and data collection required by Title 22 Licensing in Children's Centers.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The lower scores on SLO's 1 and 4 are due to the constant changes in regulations, as well as the lengthy amount of rules attached to Child Care Center operations. It is encouraging to see SLO's 2, 3 and 5 have a high percentage as they relate to quality of center environments and children's health issues being observed and tracked during the preschool years.
6	Recommended Changes & Plans for Implementation of Improvements	One recommendation for SLO's 1 and 4, to increase percentages, is to help students be more informed of changes in regulations by navigating specific current websites which relate to children's health, safety and nutrition. One in particular would be www.ca.gov A second recommendation is to provide more qualified and licensed guest speakers with specific knowledge pertaining to changes regarding children's health and safety regulations.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	The result of the assessment was discussed with two full-time faculty members and one part-time faculty member, all of whom have previously taught ECE 204. Their suggestion was to invite specific guest speakers working in the health care field and licensing departments, to re-enforce required class textbook reading assignments and current website exploration.. Changes will be made in the Fall of 2014 to address the issues of SLO's 1 and 4.

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Division: Human Development Program: Early Childhood Education Date: 9/2014

Courses in program, or course: **ECE 205 Principles and Practices**

Faculty involved with the assessment and analysis: Leslie Dragoo

Course-to-program outcome mapping document** is completed Yes X No

1	Student Learning Outcome Statements ☐ Program ☒ Course	Upon completion of the course students will be able to: 1. Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types, philosophies, and ethical standards. 2. Identify the underlying theoretical perspective in forming a professional, personal philosophy of teaching. 3. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families. 4. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children. 5. Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community. 6. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Outcome 1 will be measured by textbook readings, curriculum planning activities, observing and recording teaching methods in the Cuesta College Children's Center, and exams related to textbook information. Outcome 2 will be measured the same as Outcome 1, and in addition, creating a resume and an Individual portfolio. Outcomes 3, 4, 5, and 6 will be measured by designing a quality environment on paper as a group project for children ages 0-5, completing a visual and documented walk through a licensed community children's center, and specific presentations related to the room environment project and the individual portfolio.

3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	All students in ECE 205 completed a self-assessment instrument at the end of the Spring Semester 2014. This was based on the traditional course taught for the last three years by the instructor of record. It was also based on the projects and exams completed. The enrollment was approximately 35 students.
4	Assessment Results Summary (summarize Data)	The instructor assessed the presentations (SLO 1 & 2), activities and room environment project (SLO 3, 4, 5, & 6), evaluated the resumes (SLO 2), portfolios (SLO 2) and observations of children in the classroom (3, 4, 5 & 6), and documented information from guest speakers for students' later reflections (SLO 1). Students assessed did very well with an average score of 95% on presentations, activities, and projects (SLOs 2, 3, 4, 5, 6). The lower scores (75% to 85%) were related to examinations only (SLO 1).
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The lower scores on SLO 1 reflect an influence of reading skills, memorization techniques, and study habits. It is encouraging to see SLO's 2, 3, 4, 5 and 6 demonstrated higher scores in the areas needed to be a quality teacher.
6	Recommended Changes & Plans for Implementation of Improvements	One recommendation for SLO 1 is to give students more information on taking examinations, learning good study habits, practicing memorization skills, and the importance of using study groups. Another recommendation for the instructor of record would be to track the students closer during the semester to evaluate their progress in specific areas of learning.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	The result of the assessment was discussed with two full-time faculty members and two part-time faculty members, all of whom have previously taught ECE 205. Their suggestion echoed the recommendation from question 6. Changes will be made in the Fall of 2014 to address SLO 1.

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Division: Human Development

Program: ECE

Date: 9/5/14

Courses in program, or course: **ECE 206 Observation and Assessment**

Faculty involved with the assessment and analysis: Tricia Bramsen

Course-to-program outcome mapping document** is completed Yes x No

1	Student Learning Outcome Statements ☐ Program ☒ Course	1. Critically compare the purpose, value, and use of formal and informal observations and assessments strategies in early childhood settings. 2. Analyze and evaluate the characteristics, strengths and limitations of common assessment tools in respect to children's developmental and cultural characteristics. 3. Demonstrate systematic observation methods to provide data/data to assess the impact of the environment and curriculum on children's development and learning. 4. Assess the value of partnerships with/in parents/primary care providers and other professionals with interpreting observational data to direct teaching responses and strategies. 5. Demonstrate and embed assessment activities into play-based learning environments, curriculum and routines for all levels of the developing child.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Student achievement of outcomes #1 and #3 will be measured through a portfolio assignment at the end of the semester. Child Study Portfolio: Students are required to observe a preschool aged child over the course of the semester in a variety of settings, environments, activities, and experiences. They compile their data into a portfolio describing the child's growth and development in nine areas of development using photographs, anecdotal records, checklists, and work samples. This may be done in a paper or electronic format. This allows them to "critically compare the purpose, value, and use of formal and informal observations and assessments strategies." Also, "demonstrate systematic observation methods to provide data to assess the impact of the environment and curriculum on children's development and learning."
3	Assessment Administration Plan (date(s), sample size or selection of course sections,	One section of ECE 206 is taught each semester of approximately 30 students. The students were assessed in Spring 2014 in Paso.

	scoring procedures, etc.)	
4	Assessment Results Summary (summarize Data)	The instructor assessed the portfolios and provided feedback to the students. Eighteen students were enrolled at the end of the course: twelve students received an (A), three students received an (B), two received a (C), and one student did not submit a portfolio.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The students are also asked to complete a two page developmental summary of their child's development. They are also asked to assess their learning of the two SLO's through the portfolio process. This allowed them to discuss their learning about observation and assessment in a specific way. I also followed by clarifying some of the types of assessment that had confused them.
6	Recommended Changes & Plans for Implementation of Improvements	The assessment and the summary were new. They seemed to work well, so I will continue using them for the next semester. Having them present the portfolios and the summaries in class will be a step I will add.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	I shared two portfolios, summaries, and question/responses at an ECE department meeting. There were five part-time ECE faculty and two full-time. We talked about how we could include SLO # 4, "partnerships with parents" into this process. I will revise the questions to reflect this change. We also discussed more specific follow-up with the whole class using the questions/responses.

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Division: Human Development Program: Early Childhood Education Date: 3/25/12

v. 3 2012

Courses in program, or course: ECE 209 – Guidance, Curriculum and Environments

Faculty involved with the assessment and analysis: Tricia Bramsen

Course-to-program outcome mapping document** is completed: Yes X No

1	Student Learning Outcome Statements ☐ Program ☒ Course	<i>Upon completion of this course the student should be able to:</i> <i>1. Identify current theories of child development and their application to specific behaviors used to explain the emotional, social, intellectual, moral and physical development of the young child in the early childhood classroom.</i> <i>2. Identify curriculum models and sources of curriculum in the early learning classroom.</i> <i>3. Identify developmentally appropriate curriculum in the language, diversity, inquiry, creative and physical development areas.</i> <i>4. Describe the use of observation and evaluation processes in the classroom and in interpersonal relationships: child to child, child to teacher, teacher to teacher and parent to teacher.</i> <i>5. Analyze the elements needed in effective guidance and classroom management.</i> <i>6. Discuss the values and ethics relevant to the Early Childhood teaching profession and develop an awareness of the careers inside and outside the classroom for Early Childhood Education majors.</i>
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	<i>Student achievement of outcomes will be measured through a self-assessment tool. The tool is a self-report form on which the students ranked their achievement on the Course Learning Outcomes. Students ranked their achievement on a Likert Scale (5=Very Well, 4=Fairly Agree, 3=Somewhat, 2=Slightly, and 1=Not At All).</i>
3	Assessment Administration Plan (date(s), sample size or selection of course sections,	<i>I teach one section of ECE 209 a year with its companion class ECE 210. This is a 20 student maximum. The students were assessed in Fall 2011.</i>

	scoring procedures, etc.)	
4	Assessment Results Summary (summarize Data)	<i>Students assessed themselves Very Well (100%) on SLO 1. SLO 5 was (85%) Very Well and (15%) Fairly Well. SLO 2, 3, and 4 were (60%) Very Well and 40% Fairly Well. SLO 6 was split 33% on Very Well, Fairly Well, and Somewhat.</i>
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<i>The lower scores on SLO 6 are probably due to the confusing way it is written. It is rewarding to see the high percentage on SLO 1 relating to theories of Child Development. Students also ranked their knowledge Very Well for SLO 5, regarding discipline and classroom management. This is a critical area with current employers in the field. SLO 2, 3, and 4 deals with curriculum models, planning, and assessment. They rated themselves Very Well (60%) and Fairly Well (40%) respectively. These are major concepts in this class and are important learning areas. SLO 6 is a major concern and needs adjustment.</i>
6	Recommended Changes & Plans for Implementation of Improvements	<i>In our review it was noted that SLO 6 is confusing and actually fits into another ECE class. It will be deleted from this class. Also SLO 2 and 3 are similar and can be incorporated into one SLO. It also appears that more can be done to tie the SLO's to specific topics in class and in assignments. These changes will be implemented in Fall 2012 leading to better self-assessments. We also hope to implement better self-assessment tools in the future.</i>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<i>I discussed the results of this assessment with the other part-time faculty who has taught this class, and the other full-time ECE instructor. We consolidated the SLO's to four. We deleted #6 and incorporated SLO 2 and 3 into one. We also discussed how the specific assignments in ECE 209 and how to link them more directly to the SLO's. We also added two new assignments story boards and an assessment, (DRDP-rr) to the class. These demonstrate an ability to apply all the SLO's in ECE 209.</i>

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Division: Human Development Program: Early Childhood Education Date: 3/25/12

v. 3 2012

Courses in program, or course: ECE 210 – Practicum: Field Experience

Faculty involved with the assessment and analysis: Tricia Bramsen

Course-to-program outcome mapping document** is completed: Yes X No

1	Student Learning Outcome Statements ☐ Program ☒ Course	<i>Upon completion of this course the student should be able to:</i> <i>1. Demonstrate the ability to effectively guide children in the early learning classroom.</i> <i>2. Demonstrate the ability to set up and evaluate the classroom learning environment and present and evaluate developmentally appropriate curriculum.</i> <i>3. Identify and apply observational techniques and assessment instruments used to with young children.</i> <i>4. Identify and synthesize the laws and ethnics that govern the Early Childhood classroom.</i> <i>5. Identify key elements needed to develop a “personal teaching philosophy”.</i> <i>6. Develop a profession resume and portfolio.</i>
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	<i>Student achievement of outcomes will be measured through a self-assessment tool. The tool is a self-report form on which the students ranked their achievement on the Course Learning Outcomes. Students ranked their achievement on a Likert Scale (5=Very Well, 4=Fairly Agree, 3=Somewhat, 2=Slightly, and 1=Not At All).</i>
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	<i>I teach one section of ECE 210 a year with its companion class 209. This is a 20 student maximum. The students assessed were in Fall 2011.</i>
4	Assessment Results Summary (summarize Data)	<i>Students assessed themselves on SLO 3 the highest. 85% Very Well and 15% Fairly Well. SLO's 1, 2, and 4 averaged 60% Very Well and 40% Fairly Well. SLO 5 reported 30% Very Well, 60% Fairly Well, and 10% Somewhat.. SLO 6 was the lowest, with 57% Very Well, 15% Fairly Well, 15% Somewhat, 15% Slightly, and 15% Missing..</i>

5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<i>The lower scores on SLO 5 and 6 is probably due to the confusing way they are written. It is rewarding to see the high percentage on SLO 3 which deals with observation and assessment. Students also rated their knowledge Very Well (60%) which deal with guidance, curriculum, environments, and developing a personal teaching philosophy. SLO 5 and 6 are of major concern and need some revision and clarification.</i>
6	Recommended Changes & Plans for Implementation of Improvements	<i>In our review it was noted that SLO's 5 and 6 were confusing and need to be revised. We also discussed combining the SLO's into five to better reflect the course content. It also appears that more can be done to demonstrate the SLO's in class assignments and activities. Also integrating them more directly to the lectures/discussions by using parenthetical examples and definitions. These changes will be implemented in Fall2012 leading to better self-assessments. We also hope to impliment better assessment tools in the future.</i>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<i>I discussed the results of the assessment with the other part-time instructor who has taught this class and the other full-time ECE instructor. We re-wrote the SLO's for clarity and to reflect the California Curriculum Alignment Project for ECE. SLO's 5 and 6 were put together in clearer way. I also included a new assignment where they will be actively involved in "assessing their own teaching experience to guide and inform practice," by writing their own personal teaching philosophy and demonstrating it through photos with the children.</i>

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Course or Program Assessment Summary

http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

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Division: Human Development Program: Early Childhood Education Date: February 21, 2014

v. 2 2012

Courses in program, or course: ECE 211 Music and Movement for Teachers of Young Children

Faculty involved with the assessment and analysis: Don Norton

Course to program outcome mapping document** is completed Yes X No

1	Student Learning Outcome Statements ☐ Program ☒ Course	Upon completion of this course the student should be able to: 1. Identify and develop music and movement activities that contribute to the development of the Whole Child using the Affective, Cognitive and Physical domains. 2. Apply concepts and techniques that support a success-oriented music and movement curriculum that minimizes competition. 3. Define vocabulary and principles of movement, dance, motor skills, and music.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Student's achievement outcomes were measured through a self-assessment tool. The tool is a self-report form on which the students ranked their achievement on the Course Learning Outcomes. Students ranked their achievement on a Likert Scale (5=Very Well, 4=Fairly Agree, 3=Somewhat, 2=Slightly, and 1=Not At All).
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	ECE 211 is taught every third semester. The Fall 2013 class self-assessed in the 17th week of the semester. A total of 15 students completed the self-assessment.
4	Assessment Results Summary (summarize Data)	All "3" SLOS scored higher than the last assessment. This is particularly true for SLO #3 where the mean was 4.67. SLO #1 was scored highest again at Mean 4.93. . SLO #2 at Mean 4.80 was stronger than the last assessment.
5	Discussion of Assessment	Next assessment cycle I will complete a direct assessments of SLO #3. While this SLO increased

	Procedure and Results, and Effectiveness of Previous Improvement Plans	considerably since last assessment cycle it remains the lowest of the three SLOs.
6	Recommended Changes & Plans for Implementation of Improvements	I will include more experiential activities to reinforce concepts, principles, vocabulary and techniques. I have planned a student lead dance demonstration incorporating, principles, techniques, and vocabulary associated to SLO #3.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	I am the only instructor of this course. We have started including all faculty after Division Meetings to discuss all ECE CPASs in the assessment cycle. We also share with our Advisory Committees.

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Course or Program Assessment Summary

Division: **Human Development** Program: **Early Childhood Education** Date: August 22, 2014

Course: **ECE 215 - Teaching in A Diverse Society**

Faculty involved with the assessment and analysis: **Michele Gordon**

Course-to-program outcome mapping document** is completed: Yes **X** No

1	Student Learning Outcome Statements ☐ Program ☒ Course	Upon completion of this course, the student should be able to: • Critique theories and review the multiple impacts on young children's social identity. • Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences. • Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development. • Evaluate the impact of personal experiences and social identity on teaching effectiveness.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Student achievement of outcome #3 will be measured through an assignment at the end of the semester. Classroom Visit-Checklist and PowerPoint: Students are required to visit a toddler or preschool classroom and complete an anti-bias/multicultural checklist (provided), to identify program strengths and program improvements. With this information, students create a PowerPoint presentation which demonstrates their ability to "critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development".
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	One section of ECE 215 DE is taught each semester, including summer, with the traditional course taught approximately one semester each year. Both classes have approximately 30 students. The students were assessed Summer 2014, in a distance education course.
4	Assessment Results Summary (summarize Data)	The instructor assessed the presentations and provided feedback for the student. Seventeen students were enrolled at the end of the course: five

		students received an (A), six students received a (B) three students received a (C), and three students did not submit a presentation.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	For as long as I have been the Instructor of this course, this assignment has been a written paper (to capture SLO #3). I shifted it to a PowerPoint presentation Summer 2014 for several reasons. The presentation requires ten pictures of the classroom (curriculum materials, books, manipulatives, wall hangings, etc.). This not only reduces the likelihood of plagiarism (always a concern with DE courses) but also forces the student to be very specific/intentional about the strength or improvement that he/she is highlighting. I also noticed that students seemed to take a great deal of pride in their presentations and that they were more invested in submitting quality work (compared with the written assignment required with previous semesters). Lastly, including pictures allowed me to provide more specific feedback as I could literally see exactly what each student was referring to in the slide's text.
6	Recommended Changes & Plans for Implementation of Improvements	There was the unique opportunity to review one of the student PPT presentations and to discuss the assignment at an ECE meeting in August with the Director of the Children's Center, one F-T ECE faculty member, three P-T faculty members and the Children's Center staff in SLO and North County. From this conversation, modifications will be made to the assignment so that students are better able to identify program strengths and challenges as they connect course learning with real-world examples. Students will recognize that the checklist provides an opportunity to gain skills using a specific observation tool, but the limited information does not allow for an evaluation of the classroom's anti-bias/multicultural program in its entirety.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	See above

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Course or Program Assessment Summary

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Division: Human Development

Program: Early Childhood Ed.

Date: May 4, 2012

v. 3 2012

Courses in program, or course: ECE 220 - Art for Children

Faculty involved with the assessment and analysis: Tricia Bramsen and Jill Pierce

Course-to-program outcome mapping document** is completed Yes X No

1	Student Learning Outcome Statements ☐ Program ☒ Course	<i>Upon completion of this course, the student should be able to:</i> <i>1. Comprehend and apply the developmentally appropriate guidelines for planning, implementing and evaluating creative art experiences for young children.</i> <i>2. Identify and evaluate the creative processes in an art experience and the relationship to innovative thinking and learning across the curriculum.</i> <i>3. Integrate the major components of art learning- aesthetic perception, creative expression, art heritage and aesthetic reflection in a quality art experience for young children.</i> <i>4. Identify the basic art media and its applications in creative environment for young children that support learning through the arts.</i>
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	<i>Student achievement of outcomes will be measured through a self-assessment tool. The tool is a self-report form on which the students ranked their achievement on the Course Learning Outcomes. Students ranked their achievement on a Likert Scale (5=Very Well, 4=Fairly Agree, 3=Somewhat, 2=Slightly, and 1=Not At All).</i>
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	<i>One class of ECE 220 is taught every three semesters. This is a 30 student maximum. The students assessed were in Fall 2010.</i>
4	Assessment Results Summary (summarize Data)	<i>Students assessed themselves on SLO's 2, 3, and 4 Very Well (80-85%) and Fairly Well (15-20%). SLO 1 was assessed at Very Well (75%) and Fairly Well (25%).</i>
5	Discussion of Assessment Procedure and Results, and	<i>It is rewarding to see the high percentages on child development and the art curriculum. Students also ranked their knowledge Very Well for SLO 3 on understanding aesthetics and appropriate art media in</i>

	Effectiveness of Previous Improvement Plans	<i>planning creative experiences for children. These are major concepts in this class and very important learning areas. More attention is needed in the area of connecting developmentally appropriate guidelines to the art curriculum.</i>
6	Recommended Changes & Plans for Implementation of Improvements	<i>The SLO's overall appear to be clear and comprehended by the students. They feel confident in their understanding and demonstrating them with children. More can be done to tie the SLO's to specific topics in class and assignments. This will be implemented in Fall 2012 leading to better assessments. We also hope to implement better assessment tools in the future.</i>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<i>I discussed the results with the part-time instructor who has taught this class. We agreed to keep the SLO's as they are written. She will integrate more specific information into lectures and discussions in class related to the specifics of the SLO's content areas. She also will tie the SLO's more directly to the assignments and projects completed as a part of the class.</i>

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Division: Human Development Program: Early Childhood Education Date: 3/12/12

v. 3 2012

Courses in program, or course: ECE 234 - Children's Literature

Faculty involved with the assessment and analysis: Tricia Bramsen

Course-to-program outcome mapping document** is completed: Yes: X No

1	Student Learning Outcome Statements ☐ Program ☒ Course	<i>Upon completion of the course students will be able to:</i> <i>1. Design literature activities that are developmentally appropriate and diverse; reflecting the goals of social, emotional, physical, cognitive, language and creative development.</i> <i>2. Identify and implement early reading and literacy skills as a part of a child's daily experiences.</i> <i>3. Demonstrate the ability to select appropriate literature for children by choosing quality, culturally diverse and developmentally appropriate books.</i> <i>4. Apply and analyze the historical evolution of books for children to see how they can be used as a window into the past to determine the level of regard held for the child by the developing insight into ego-socio-eccentricity.</i> <i>5. Demonstrate the creative aspects of literature for children including all genres and techniques of presenting literature across the classroom. (literature trays, puppets, art experiences, cooking, as examples.)</i>
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	<i>Student achievement of outcomes will be measured through a self-assessment tool. The tool is a self-report form on which the students ranked their achievement on the Course Learning Outcomes. Students ranked their achievement on a Likert Scale (5=Very Well, 4=Fairly Agree, 3=Somewhat, 2=Slightly, and 1=Not At All).</i>
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	<i>All sections of students in ECE 234 completed student self-surveys in Fall 2011. This is between 250 and 270 students.</i>
4	Assessment Results Summary	<i>Students assessed themselves Very Well with an 80% average on all five SLO's. The highest being 85% on</i>

	(summarize Data)	<i>SLO 3. The lowest being 60% on SLO 4. Fairly Well averaged 25% on all five SLO's. Somewhat averaged 5%, about 4 students. Again SLO #4 is 30%.</i>
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<i>The lower scores on SLO 4 are probably due to the confusing way it is written. It is rewarding to see the high percentage on SLO 3 relating to the selection of developmentally and culturally appropriate literature for children. Students also rated their knowledge Very Well for SLO 5, integrating creative aspects of literature across the classroom.</i>
6	Recommended Changes & Plans for Implementation of Improvements	<i>In our review it was noted that SLO 4 was confusing and needed to be revised. The new SLO reflects a simplified and clearer version. It also appears that more can be done to demonstrate the SLO's more effectively in class assignments and activities. These changes will be implemented in Fall 2012 leading to better self-assessments. We also hope to design better assessment tools in the future.</i>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<i>I discussed the results of the assessment with the other full-time faculty member and one part-time faculty who has taught this class in the past. We re-wrote SLO 4 for clarity. We also discussed specific assignments and activities in the ECE 234 class and how to link them more directly to the SLO's.</i>

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Division: Human Development

Program: Early Childhood Education

Date: 9-13-12

v. 2 2012

Courses in program, or course: ECE 236 - Understanding the Child with Special Needs

Faculty involved with the assessment and analysis: Virginia Roof

Course to program outcome mapping document** is completed Yes _____ No _____

1	Student Learning Outcome Statements ☐ Program ☒ Course	1. Identify and differentiate the range and variety of children's differing abilities in the cognitive, physical, and psychosocial domains, typical and atypical. 2. Describe the different observation, screening and assessment instruments used by Special Needs educators. 3. Identify community resources and the roles of the different professionals that serve Special Needs Children and their families. 4. Identify the stages and unique support families need when their children are identified as Special Needs.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Student achievement of outcomes will be measured through a self-assessment tool. The tool is a self-report form on which students ranked their achievement on the Student Learning Outcomes. Students ranked their achievement on a Likert scale (5=Very Well, 4=Fairly Well, 3=Somewhat, 2=Slightly, 1=Not at All).
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	ECE 236 is taught every semester, usually online, but also in the traditional classroom. The survey results include a small sample size of only 8 students who completed the survey, although class size is more typically 30-35 students.
4	Assessment Results Summary (summarize Data)	Students assessed themselves on all Student Learning Outcomes. On SLO #1, 57% of students assessed themselves as Very Well, 29% as Fairly Well and 14% as Somewhat. On SLO #2, only 29% of students assessed themselves as Very Well, while 43% assessed themselves as Fairly Well, 14% as Somewhat and 14% as Slightly. On SLO #3, 86% of students assessed themselves as Very Well and only 14% as Somewhat. On SLO #4, 43% of students assessed themselves as Very Well, 43% as Fairly Well and 14% as Somewhat.
5	Discussion of Assessment	The data show that students are not consistently achieving Student Learning Outcomes for the course in

	Procedure and Results, and Effectiveness of Previous Improvement Plans	<i>all areas. Although all SLOs show room for improvement, SLO #2, assessed at the lowest percentage of Very Well, would be one area to focus on for immediate improvement. SLO #3 assessed at the highest percentage of Very Well (86%). In the future, the survey should include a larger sample size to ensure that the data most accurately represent all areas for improvement.</i>
6	Recommended Changes & Plans for Implementation of Improvements	<i>In the review, it is clear that all of the SLOs are directly connected to course assignments and continue to be relevant and current. Increased emphasis will be placed on describing the different observation, screening and assessment instruments used by Special Needs educators. This may be accomplished through additional focus on this SLO in lectures and use of in-class assignments.</i>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<i>Results were discussed with one full-time instructor in the department and the two part-time instructors who currently teach the course. We agree that the SLOs continue to be relevant and clearly reflect course content and intended outcomes. We recognize that we sampled only a small group of students and a greater sampling is necessary in order to draw any significant conclusions. (Only 8 students completed the survey for this course.)</i>

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Course or Program Assessment Summary

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Division: Human Development Program: Early Childhood Education Date: April 13, 2012

v. 3 2012

Courses in program, or course: **ECE 242 - Infant-Toddler Caregiving**

Faculty involved with the assessment and analysis: Denise Braun

Course-to-program outcome mapping document** is completed Yes X No

1	Student Learning Outcome Statements ☐ Program ☒ Course	<i>Upon completion of this course the student should be able to:</i> <i>1. Understand developmentally appropriate guidance, nurturing, and care for infants & toddlers in quality programs.</i> <i>2. Develop an understanding of the developmental theories as they apply to infants & toddlers.</i> <i>3. Acquire an understanding of sensitive caregiving practices related to infants & toddlers in groups and multicultural settings.</i> <i>4. Know DSS regulations in licensed infant & toddler programs.</i>
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	<i>Student achievement outcomes are measured through a self-assessment tool. The tool is a self-report form on which the students ranked their achievement on the Course Learning Outcomes. Students ranked their achievement on a Likert Scale (5=Very Well, 4=Fairly Agree, 3=Somewhat, 2=Slightly, and 1=Not At All).</i>
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	<i>In the Spring 2012 semester 1 section of ECE 242 students were asked to complete the self-assessment in the 17th week of the semester. 13 students completed the self-assessment.</i>
4	Assessment Results Summary (summarize Data)	<i>Students assessed themselves highly on all Student Learning Outcomes. On SLO #1, 90% of students assessed themselves as Very Well. On SLO #2, 90% of students assessed themselves as either Very Well or Fairly Well. On SLO #3, 90% of students assessed themselves within the Very Well & Fairly Well categories. And on SLO #4, over 50% of students assessed themselves within the Very Well & Fairly Well categories.</i>

5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<i>The data show that students are achieving Student Learning Outcomes for the course successfully. SLO #4, assessed at the lowest percentage of Very Well, would be one area to focus on for improvement.</i>
6	Recommended Changes & Plans for Implementation of Improvements	<i>In the review, it is clear that all of the SLOs are directly connected to course assignments and continue to be relevant and current. Increased emphasis will be placed on identifying personal and educational ethnocentric values that teachers may carry into their child-adult, adult-adult interactions. This may be accomplished through additional focus on this SLO in lectures and use of in-class assignments.</i>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<i>Results were discussed with one full-time instructor in the department and the one part-time instructor who currently teaches the course. We agree that the SLOs continue to be relevant and clearly reflect course content and intended outcomes. We recognize that we sampled only one classroom of students and a greater sampling is necessary in order to draw any significant conclusions. (Only 13 students completed the survey for this course.)</i>

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Division: Human Development Program: Early Childhood Education Date: May 18, 2012

v. 3 2012

Courses in program, or course: **ECE 244 – Supervision and Administration of Parent Programs**

Faculty involved with the assessment and analysis: Tonya Iversen

Course-to-program outcome mapping document** is completed Yes X No

1	Student Learning Outcome Statements ☐ Program ☒ Course	<i>Upon completion of this course, the student should be able to:</i> 1. <i>Describe the contribution of cultural diversity (i.e. family patterns, parenting) styles to our society.</i> 2. <i>Identify the importance of the partnership between teacher, parent and the child.</i> 3. <i>Develop a wide range of activities for involving parents, parent participation and parent education.</i> 4. <i>Identify factors involved in developing positive interpersonal relations.</i> 5. <i>Demonstrate techniques for working with parents including:</i> a. <i>Long range plans</i> b. <i>Interview and guidance skills</i> c. <i>Working with small and large groups</i>
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	<i>Student achievement outcomes were measured through a self-assessment tool. The tool is a self-report form on which the students ranked their achievement on the Course Learning Outcomes. Students ranked their achievement on a Likert Scale (5=Very Well, 4=Fairly Agree, 3=Somewhat, 2=Slightly, and 1=Not At All).</i>
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	<i>One section of ECE 244 is taught every 3rd semester. The class is composed of approximately 35 students. The students were assessed in Spring 2012 at the completion of the course.</i>
4	Assessment Results Summary (summarize Data)	<i>Students assessed themselves on the SLOs. All student learning outcomes had a mean above 4 indicating that the course outcomes have been met at a basic level.</i>
5	Discussion of Assessment	<i>Outcome #3 had the highest score of 4.63, indicating that students felt comfortable with a range of</i>

	Procedure and Results, and Effectiveness of Previous Improvement Plans	<i>activities for involving parents in the early childhood setting. Learning outcome 5 had the lowest score of 4.22 indicating that modifications are needed to enhance the student's abilities to demonstrate techniques of working with parents.</i>
6	Recommended Changes & Plans for Implementation of Improvements	<i>Additional time is needed in class to support student learning in the areas of addressing techniques for working with parents in guidance skills, working with groups and long range planning. Overall the course outcomes were met effectively but modifications and enhancements in all areas will strengthen the learning. More emphasis will be placed on demonstrating the student learning outcomes in class assignments to make the learning more concrete for the students. These enhancements will be implemented in the Fall of 2012.</i>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<i>I am the only one that teaches the class. I did share results with Don Norton and Tricia Bramsen the full-time ECE Faculty.</i>

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Course or Program Assessment Summary

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Division: Human Development Program: Early Childhood Education Date: December 8, 2014

v. 3 2012

Courses in program, or course: ECE 245

Faculty involved with the assessment and analysis: Tonya Iversen

Course-to-program outcome mapping document** is completed: Yes X No

1	Student Learning Outcome Statements ☐ Program ☒ Course	1. Ability to identify the necessary knowledge and skills needed for supervision and evaluation of staff in an ECE program. 2. Ability to identify the role of organizational structure and elements of communication, morale, team building, group dynamics and conflict resolution in ECE setting. 3. Ability to develop resources for staff development programs. 4. Ability to formulate techniques to enhance diversity awareness among staff members.
	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Student achievement outcomes were measured through a self-assessment tool. The tool is a self-report form on which the students ranked their achievement on the Course Learning Outcomes. Students ranked their achievement on a Likert Scale (5=Very Well, 4=Fairly Agree, 3=Somewhat, 2=Slightly and 1=Not At All. This assessment was done based on existing SLOs. In addition students were asked to rate themselves on 6 Key Competencies for Management of Early Childhood Programs. They rated themselves at the beginning of the class and then again at the end of the class to measure growth in competency.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	In the Fall 2014 semester ECE 245 students were asked to complete the assessment on the last day of the semester prior to the final. All students enrolled completed the assessment.
4	Assessment Results Summary (summarize Data)	The outcomes for this assessment are as follows: SLO 1 scored a mean of 4.29 SLO 2 scored a mean of 4.38

		SLO 3 scored a mean of 4.24 SLO 4 scored a mean of 4.48 Overall the learning outcomes for this class were achieved as represented by this assessment. Competency growth assessment showed that there was a 28% growth in the student's feelings of competency on in two specific areas: Personnel Management and Leadership. The least amount of growth in feelings of competency was in the area of Family Support where students reported only a 15% growth in competency.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The Likert scale indicates that the SLOs for this class were achieved, however, as this class is redesigned and the new learning outcomes are identified there will need to be additional changes to the curriculum to meet the student's learning needs. The student's ratings of their own competency development showed positive growth in all areas. The lowest score was in the Family Support competency which is further developed in a more specific way in ECE 245. The three ECE Administration classes are meant to build upon each other so lesser growth in this area is an acceptable outcome. All students reported growth in their feelings of competence in the 7 areas defined.
6	Recommended Changes & Plans for Implementation of Improvements	Once all of the ECE Administration classes are aligned with the state alignment project the learning outcomes for each will be more clearly defined and the classes will more specifically build on each other to produce a well-rounded curriculum for student development.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	Further discussion about the assessment data will occur between the ECE 245 faculty and the Dept. Chair as the alignment project is implemented.

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Division: Human Development

Program: Early Childhood Ed.

Date: 10/30/13

v. 3 2012

Courses in program, or course: ECE 246

Faculty involved with the assessment and analysis: Tonya Iversen, Tricia Bramsen

Course-to-program outcome mapping document** is completed: Yes X No

1	Student Learning Outcome Statements ☐ Program ☒ Course	1. Identify and demonstrate the necessary knowledge, skills, and requirements needed to administer and supervise Early Childhood Education Programs. 2. Identify the various programs and requirements established under State Education and State Social Services Codes. 3. Analyze leadership qualities and for administrators and supervisors. 4. Analyze developing trends in the field of Early Childhood Education and use them to evaluate school, staff, and self.
	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Student achievement of outcomes will be measured through a self-assessment tool. The tool is a self-report form on which the students ranked their achievement on the Course Learning Outcomes. Students ranked their achievement on a Likert Scale (5=Very Well, 4=Fairly Agree, 3=Somewhat, 2=Slightly, and 1=Not At All).
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	One section of ECE 246 completed the assessment in Spring 2013. This is 35 students approximately. This course is taught every four semesters in rotation with the other two Administration courses.
4	Assessment Results Summary (summarize Data)	60% evaluated themselves Very Well 34% evaluated themselves Fairly Well on SLO #1 and 2. This total is 91%. SLO's 3 and 4 were 75% on Very Well and 16% on Fairly Well . This total is 96%. This indicates the majority of students feel the SLO's were clear and incorporated in to their learning. The 10% that marked Somewhat or Slightly will need to be addressed. A different assessment tool may help with more information from this group.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	This course will need to be re-written in Spring 2014 to meet the new Curriculum Alignment Project for the state of California. This will allow us to refine the SLO's as well as course content to further enhance students learning. We are very pleased that students felt they understood and were able to incorporate the SLO's into their learning in ECE 246. A more direct assessment would be considered.
6	Recommended Changes & Plans for Implementation of Improvements	The SLO's need to be revised for Spring 2014 to reflect the State Curriculum Alignment Program for Early Childhood Education. This will help clarify and refine the SLO's. More attention will be given to explain and define qualities of administrators, as well as presenting more parenthetical examples in lectures and assignments. Overall we felt we were

		doing an effective job with instruction. With a few minor adjustments we expect to see better self-assessments. We also hope to incorporate various assessment tools in the future.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	I discussed the results of the assessment with the other part-time instructor who teaches this class. We will re-write the SLO's for clarity and to reflect the California Curriculum Alignment Project for ECE. More hands-on activities with assessment will be integrated. Also linking the SLO's more directly to lecture and class assignments.

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>

Course or Program Assessment Summary http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: Human Development

Program: A.A., Early Childhood Education Teacher

Date: 1/22/14 v. 3 2012

Courses in program, or course: **ECE 201, ECE 202, ECE 203, ECE 204, ECE 205, ECE 206, ECE 209, ECE 210, ECE 215, HEED 204, ECE 211, ECE 220, ECE 234, ECE 244, ECE 245, ECE 246, ECE 135, ECE 236, ECE 242**

Faculty involved with the assessment and analysis: Tricia Bramsen, Don Norton, Leslie Dragoo, Michele Gordon-Johnson, Haila Hafley-Kliver, Denae Boggs

Course-to-program outcome mapping document** is completed Yes ✓ No

1	Student Learning Outcome Statements ☒ Program ☐ Course	On completion of the Early Childhood Education Program graduates will be able to: Demonstrate their understanding of human development theory and the multiple interacting influences on children's development and learning, to create curriculum and environments that are healthy, respectful, supportive and challenging for all children. - Knowledge of child development theories, domains and practices. - Explain prenatal and postnatal brain development and potential pathologies. - Identify and adapt to individual children's learning styles. - Identify common curriculum models. - Demonstrate and model developmentally appropriate (DAP) skills used for planning, presenting and evaluating of the learning environment and curriculum areas: math, language, literacy, literature, sciencing, art, music, movement, outside, social studies, nutrition, and personal health and safety. - Develop and implement written activity lesson plans. - Knowledge of the developmental foundations of ECE and school readiness. - Integrate an Anti-Bias / Diversity Approach in all areas of curriculum. - Knowledge of Early Childhood observation, screening and assessment tools (ECERS, DRDP-r, Ages and Stages, NAEYC Standards, etc.) Demonstrate effective guidance and interaction strategies that support that support children's social learning and promote positive and reciprocal relationships among culturally and linguistically diverse teachers, children, and families. - Apply knowledge of direct guidance techniques in individual and group settings. - Apply knowledge of indirect guidance techniques in individual and group settings. - Demonstrate ability to model and integrate social problem solving skills in child to child and child to adult interactions. - Demonstrate skills that promote positive and reciprocal relationships among culturally and linguistically diverse teachers, children, and families.
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		E. Knowledge of classroom management skills (scheduling, foresight, classroom awareness etc.) F. Apply classroom management skills (scheduling, foresight, classroom awareness etc.) 3. Analyze and apply strategies that promote partnerships between teachers and families identifying program and community resources that promote their children's health, development, and learning. A. Recognize parents as first teachers. B. Identify strategies for effective parent – teacher partnerships. C. Knowledge of community resources for families with diverse needs. D. Explain the IEP and IFSP process. E. Apply universal health and safety practices. F. Knowledge of mandated child abuse reporting laws. 4. Identify and conduct themselves as a member of the Early Childhood field, employing work skills, ethics, and dispositions that support professionalism and continued professional development. A. Practice professional ethics. (Confidentiality, respect for diversity, knowledge of quality principles and practices in the field of early childhood education). B. Exercise positive work ethics (punctuality, meeting deadlines, effective verbal and written communication skills, dresses appropriately, models healthy lifestyle, a team player, self-directed, critical thinker, reliable). C. Knowledge of early childhood professional resources (California Community Care Licensing Regulations, NAEYC Accreditation Standards & Code of Ethics). D. Develop a professional portfolio.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Student achievement of outcomes will be measured through an assessment tool. This tool is a self-report form on which students ranked their achievement on the Program Learning Outcomes. Students ranked their achievement on a Likert scale (5=Very Well, 4=Fairly Well, 3=Somewhat, 2Slightly, 1=Not at All).
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	All the students in our program capstone class, ECE 210 Curriculum and Environment were surveyed on each Program Learning Outcome. Assessment completed on December 20, 2013.
4	Assessment Results Summary (summarize Data)	Students assessed themselves Very Well with the highest percentage 93% on 1B, 1E,1F,1H,3E,3D and 3F. Fairly Well was second highest at 80% on 1B, 1C, 1E,1I, 2D3A, 3E,4A, 4B, 4C, and 4D . All SLO's were predominantly scored in these two areas.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	Again, it appears the lower assessment scores are often associated with the time span between introductory/overview course work taken in the first semester and the final semester capstone class. The highest self-assessment scores were found in those areas that were part of the capstone class content. Theory, Pre and post natal pathogens, and IEP/IFSP's are first semester content. The wording of the SLO's was thought to be an issue also. We revised 1B and 1D to include more specific examples and more specific language. Lower scores on 3F reflected a more concise SLO be written. Last time 3F the

		Mandated Child Abuse Reporting Laws were low. We re-wrote and the scores increased to almost 95%. We will continue forth with plans to revise and refine.
6	Recommended Changes & Plans for Implementation of Improvements	In our review, we expanded and clarified several SLO's and included parenthetical examples to help students. We condensed the SLO's and wrote out all the acronyms. This was sent out to the faculty for review. It will be presented to ECE Advisory Committee to edit and approve May 2014. We will also re-asses the Spring 2014 ECE 210 class for additional data.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	The Early Childhood Faculty was invited to a meeting on 1/17/14 to review Program level assessments. Two full-time and four Adjuncts reviewed the Program assessment data. They were discussed and revised as a collaborative process. Tricia Bramsen took notes on changes, concerns, and word changes.

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