

Program Student Learning Outcome (PSLO) Assessment Reporting Template 2016-2017

[For further guidance on this process, see the [PSLO Assessment How-To Guide](#) on the TLC website]

Program: Early Childhood education AST

Semester: Spring 2017

Faculty/Staff Assessing the Program: Pam Perfumo, Erlinda Jones, Janice Townsend, Kathryn Nielsen

Part 1: Assessment Goals

What do you want to learn about your students and their learning from this process?

Research Questions: Do you believe the coursework in the LMC Child Development Department prepared you well for employment or transfer?

Did the coursework in the LMC Child Development department help you in planning curriculum for young children?

Our research questions related directly to our PSLOs. These questions will inform us whether or not we are meeting our goals as a department.

Part 2: Assessment Plan

PSLO	Method of Assessment	Proficiency Criteria	Student Population Assessed
Enter all the PSLOs for your program below. (Additional rows may be needed)	Identify and describe the assessment activity (capstone project, portfolio, interview, pre/post survey, analysis of success rates, etc) used to assess the students' proficiency of the PSLO. Explicitly state which part of the assessment activity assessed a particular PSLO.	List the criteria you used to determine proficiency levels for each of your PSLOs. How did you determine "needs improvement," "meets proficiency," or "exceeds proficiency" criteria?	Describe which student populations you assessed and how you chose those populations. How many students did you assess? To what extent did the sample adequately represent all students in the program? Why did you choose this particular group for this particular PSLO? Explain.
PSLO 1 : Obtain, maintain, and advance in permit licensure and/or prepare for upper division transfer through appropriate academic preparation.	We emailed a survey to all students that completed the core 8 Child Development courses in the past 5 years (147 students) Questions 6, 7, 8, 9, 10, 11, 12, 13 all address PSLO 1.	1 to 5 Rating Scale 4-5 Exceeds proficiency 3 Meets proficiency 1-2 Needs improvement	We sent the survey to students that completed our capstone course, Child Development 90. We received 49 responses.
PSLO 2 : Apply critical thinking to research, observe, assess, evaluate, analyze, and synthesize early learning and child development information orally and in writing	We sent a survey to all students that completed the core 8 Child Development courses in the past 5 years (147 students) Questions 1 addressed PSLO 2.	1 to 5 Rating Scale 4-5 Exceeds proficiency 3 Meets proficiency 1-2 Needs improvement	We sent the survey to students that completed our capstone course, Child Development 90. We received 49 responses.

<p>PSLO 3 : Select, develop, and/or use educational equipment, curriculum, assessments, materials, technology, and environments that are culturally relevant and developmentally appropriate.</p>	<p>We sent a survey to all students that completed the core 8 Child Development courses in the past 5 years (147 students)</p> <p>Questions 2 and 3 address PSLO 3.</p>	<p>1 to 5 Rating Scale</p> <p>4-5 Exceeds proficiency 3 Meets proficiency 1-2 Needs improvement</p>	<p>We sent the survey to students that completed our capstone course, Child Development 90. We received 49 responses.</p>
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Part 3: Assessment Findings

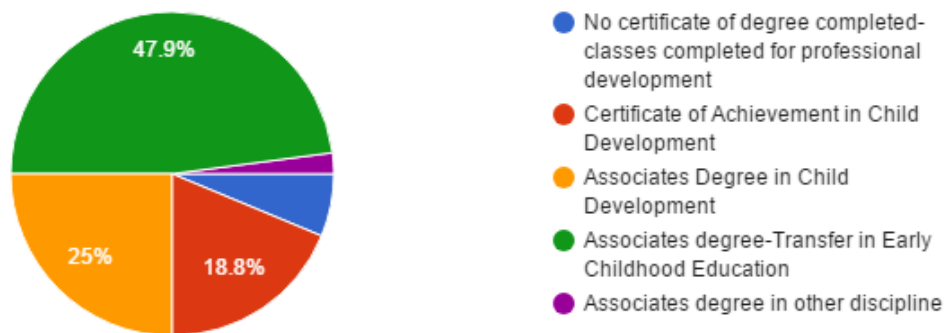
What are the findings from your assessment efforts?

PSLO 1:

We asked if students are currently working in the field of early childhood education. Thirty-eight out of 45 are working in the field. Many of the students surveyed indicated that they are not working in the field because they are continuing their education. Many also indicated they plan to return to the field at a later date. The results from the survey are included here.

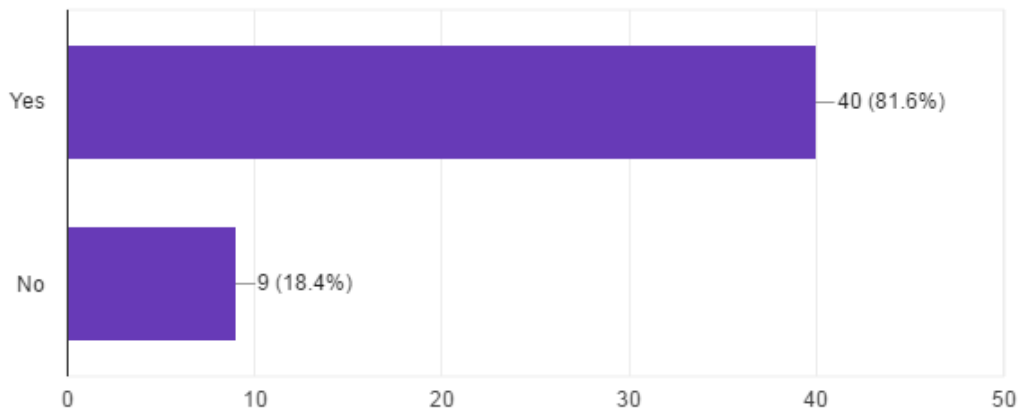
10. What certificates and/or degrees did you complete at LMC?

48 responses



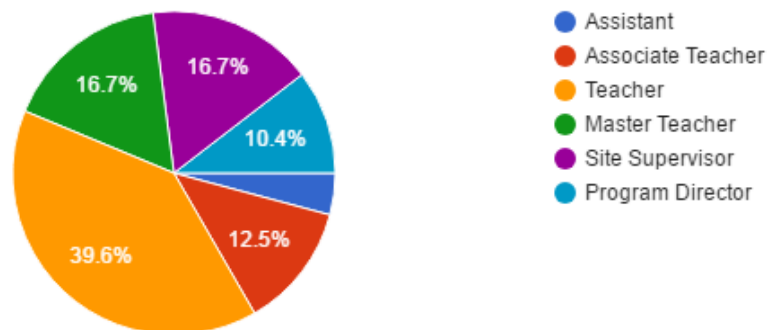
11. Have you or do you plan to transfer to a 4-year college to continuing your education?

49 responses



13. Of these state level permits, Which State of California Child Development Permit(s) do you have or are you qualified to obtain?

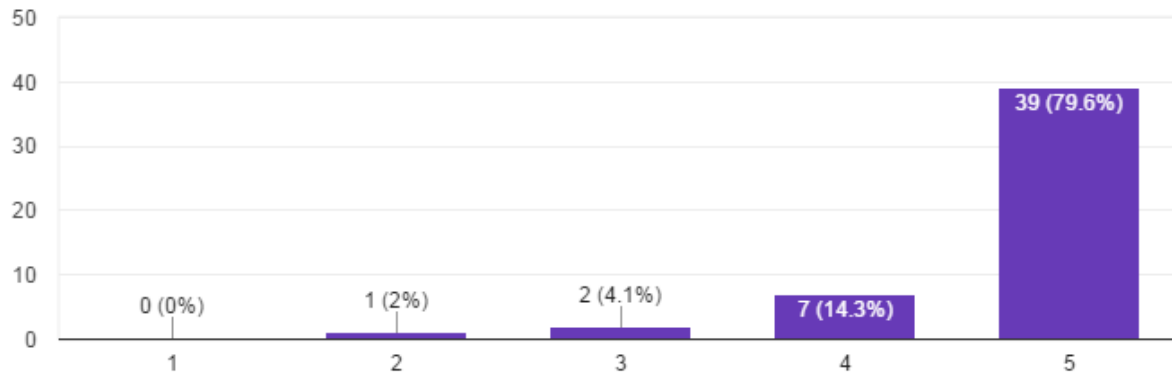
48 responses



PSLO 2:

1. Did the work in the 8 core courses help you to research, observe, assess, evaluate, analyze, and synthesize early ...n (CHDEV 1, 10, 11, 20, 50, 62, 65, 90)

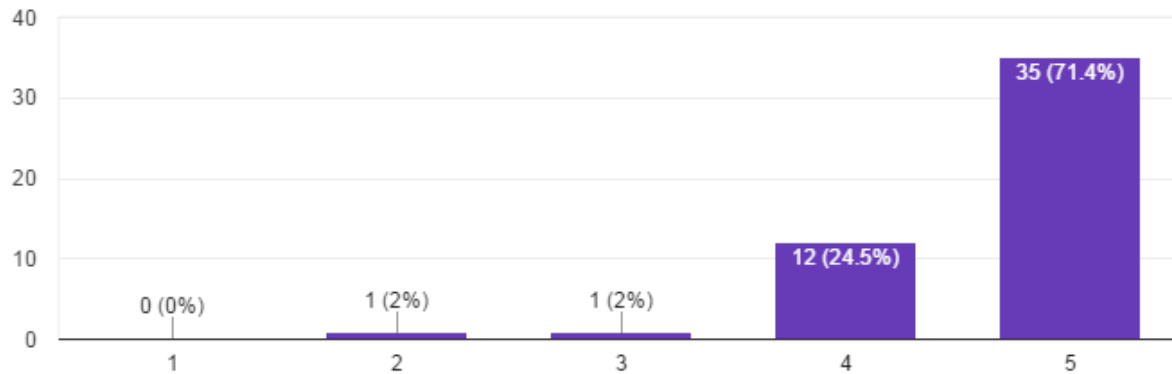
49 responses



PSLO 3:

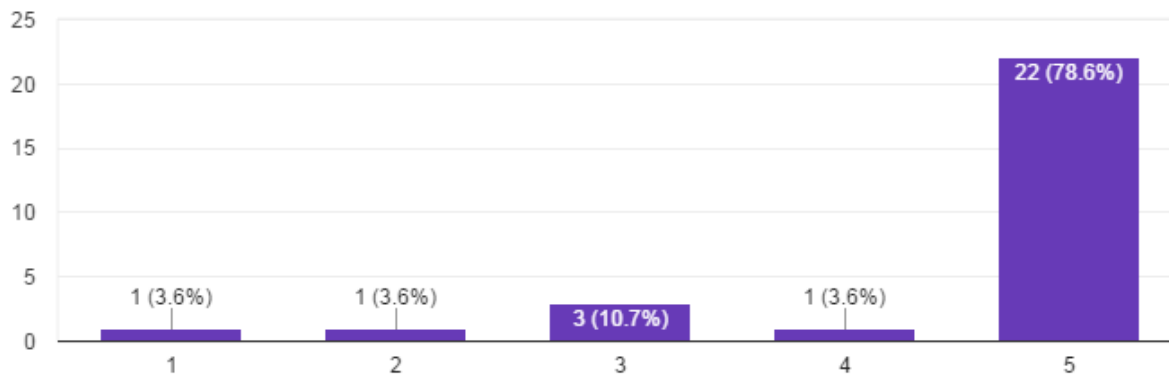
2. Did the work in the 8 core courses help you select, develop, and/or use educational equipment, curriculum, asse... (CHDEV 1, 10, 11, 20, 50, 62, 65, 90)

49 responses



3. Did you take CHDEV 83 with your lab hours completed at the Child Study Center? (If not, skip to next question)...evant and developmentally appropriate?

28 responses



Equity:

We asked students what barriers they faced in completing their coursework and training.

The themes that emerged from student responses included: time, time management, course availability and ChDev 90 externship.

Students also identified supports that helped them overcome barriers. These included First 5 Professional Development Program, Child Development Training Consortium and faculty/staff support.

Student Responses:

As a transfer student, these core courses more than prepared me for my higher division course as well as for the workforce.

The supports and guidance of the Child Development Teachers was very helpful while taking the courses.

The core classes were beneficial to my growth and development in my career in the Early Childhood field. I was able to eventually grow from a teacher role, into an Assistant Director, and ultimately a Center Director. I truly believe these classes helped set the foundation for my successes.

For all those who are seriously considering taking up careers to work with young children, and succeed, I would suggest the best place for them to go is Los Medanos College, Pittsburg and learn about Early Child Development. The Child Development Department of L.M.C. is a great place to research, observe, assess, evaluate, analyze and synthesize Early Learning and Child Development. I found all the professors in the department as my very responsive philosophers, guides, and friends during my three years' experience as a student there.

My teacher stayed after class with me and was very kind to make adjustments to the course for me to best understand the material of the course.

It's a great program! Everyone who works with children should have training in Child Development because it will make you a better teacher. You will have so much less stress when you understand why children behave the way they do and how you may be contributing to their negative behavior.

The department is surrounded by amazing people who care for your well being and future. They want you to achieve and will help you in anyway possible.

Such a blessing to have learned and experienced the best around.

It is great program that models and teaches quality teachers

Part 4: Next Steps

Professional Development:

The field of Early Childhood Education is changing. There are new mandated requirements and new assessment tools for both environments for children as well as for assessing the development of children. New advancements are being made in many areas including: neuroscience and the brain, emotional development, diversity and curriculum development.

Action Plan:

This work is continuous.

Equity:

We continue to be mindful of course offerings and schedules. We do our best to rotate course offerings from day/night, Pittsburg/Brentwood, face to face/online and semester by semester. Many students mentioned student teaching requirements as a barrier. However, this is a statewide industry required externship, which we cannot remove from our program.

Most students felt supported by the personal relationships they developed with faculty. This helped them overcome some personal barriers. In the future, we would like to hire a fourth full-time faculty person, so that more students can experience this type of personal relationships.

Part 5: Report Summary

To assess our Program Student Learning Outcomes, we sent a Google survey to our former students. We emailed all the students who took Child Development 90, our capstone course over the last several years. These are also many of our students that have graduated our program. We expect after graduation, that they entered the work field or transferred to a four-year university. Of course, many of our students both transferred and gained employment in the field.

We wanted to know if our students stayed in the field of Early Education and how relevant they found their coursework in their careers. We also wanted to discover what improvements we need to make as a program. Of those that transferred, we wanted to know if they felt prepared for university coursework. These are things that our PSLOs aimed to do: prepare students for work and transfer.

The results of the survey showed that we are proficient in meeting our PSLOs. We learned that students are pleased with the support, training and education they received in our department. Students also indicated that the Child Study Center lab opportunities for observation, coursework and internships proved indispensable to their preparation.

We plan to continue our own professional development to stay current in the field and offer examples of cutting edge practice. We will continue to build partnerships with important players in the field of early Childhood Education including West Ed, CCDE, First 5, County Office of Education, Head Start, Contra Costa County Child Care Council, local high school ROP and Academy programs, NAEYC, CCAMPIS, Child Development Training Consortium and the California Early Childhood Mentor Program. This is not an exhaustive list and we are always open to opportunities for collaboration.

Below is the Survey we developed and sent to our former students.

LMC Child Development Department Survey

Please help us review the effectiveness of our program. We value your time and have tried to keep things brief and easy. Thank you so much for your input and feedback! Sincerely, Janice, Erlinda, & Pam!

1. Did the work in the 8 core courses help you to research, observe, assess, evaluate, analyze, and synthesize early learning and child development information? On a scale of 1-5, how useful were the 8 core courses in your work with children (CHDEV 1, 10, 11, 20, 50, 62, 65, 90)
 - 1a. Any additional comments/thoughts?
2. Did the work in the 8 core courses help you select, develop, and/or use educational equipment, curriculum, assessments, materials, technology, and environments that are culturally relevant and developmentally appropriate? On a scale of 1-5, how useful were the 8 core courses in your work with children (CHDEV 1, 10, 11, 20, 50, 62, 65, 90)
 - 2a. Any additional comments/thoughts?
3. Did you take CHDEV 83 with your lab hours completed at the Child Study Center? (If not, skip to next question) On a scale of 1-5, how useful was the experience in helping you select, develop, and/or use educational equipment, curriculum, assessments, materials, technology, and environments that are culturally relevant and developmentally appropriate?
 - 3a. Any additional comments/thoughts?
4. What barriers did you face in completing your CHDEV coursework and training at Los Medanos College?
5. What supports did you receive from the CHDEV Department (including the First 5 office on campus, Child Development Training Consortium payments, book loans, tutoring, etc.) to assist you to overcome the barriers?
6. Are you currently working as a teacher or caregiver? If yes, please describe the type of program where you work and your job title.
7. If you are NOT currently working with young children as a teacher or caregiver, what is the reason?
8. Do you plan to work with children as a teacher or caregiver in the future?
9. What would you tell someone who is thinking of taking ECE/CHDEV courses at LMC?
10. What certificates and/or degrees did you complete at LMC?
11. Have you or do you plan to transfer to a 4-year college to continuing your education?
12. Overall thoughts or comments about the preparation in ECE you received at LMC?
13. Of these state level permits, which State of California Child Development Permit(s) do you have or are you qualified to obtain?

The following refer to coursework to meet requirements for state permits

On a scale of 1-5, how useful was the coursework required to help you qualify for the permit(s) which you have or can apply for? Please respond to any and all permits for which you qualify. If you do not qualify for permits at higher levels, leave those levels blank.

Assistant (any 6 ECE/CD units)

Associate Teacher (CHDEV 1, 10, 20, & 62)

Teacher (CHDEV 1, 10, 11, 20, 50, 62, 65, 90)

Master Teacher (CHDEV 1, 10, 11, 20, 50, 62, 65, 90, 92 + 6 units specialization)

The following questions refer to our specializations.

On a scale of 1-5, how useful was this specialization coursework in your work with children. Please respond to any and all specializations for which you qualify. If you did not complete coursework for certain specializations, leave those blank.

Infant Toddler (CHDEV 40, 41)

School Age (CHDEV 32, 33)

Special Needs (CHDEV 55, 57)

Curriculum (CHDEV 22, 25, 35)

Administration (CHDEV 95, 96)

Please answer the following questions if you were employed as a student Intern in the Child Study Center.

14. On a scale of 1-5, how did the experience and training you received help you to research, observe, assess, evaluate, analyze, and synthesize early learning and child development information?
15. On a scale of 1-5, how did the experience and training you received help you select, develop, and/or use educational equipment, curriculum, assessments, materials, technology, and environments that are culturally relevant and developmentally appropriate?
 - 15a. Any additional thoughts/comments?

