Course Assessment in a Box is a practical tool for you to conduct assessment of course Student Learning Outcomes (SLOs). By following these simple steps, using assessment tools you already use to evaluate student work, you can easily produce a course assessment of SLOs.

These steps align with the course SLO assessment page in the CurricUNET Program Review Module. Once the steps are completed, simply attach it to your Program Review.

1. Number and name of the course being assessed:

   ECS 307A

2. List all the Course SLOs from the Course Outline of Record:

   1. Integrate understandings of children’s development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
   2. Evaluate the effectiveness of an early childhood curriculum, classroom, and teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.
   3. Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
   4. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.
   5. Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in early childhood classroom.

3. If you have had any dialogue about the Course SLOs amongst faculty who teach this course, please describe it here (leave blank if there has been no specific dialogue):

   N/A

4. List the SLO(s) you are assessing in this particular instance:

   Since all of the above are used to build student’s teaching strategies, all are being assessed:
   1. Integrate understandings of children’s development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
   2. Evaluate the effectiveness of an early childhood curriculum, classroom, and teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.
   3. Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
   4. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.
   5. Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in early childhood classroom.

5. Describe the assessment strategy or tool that addresses the SLO(s):
Teaching demonstration in class and then repeat with children after receiving feedback and updating lesson plans and a Portfolio that includes completed objectives for each of the listed SLO’s, and a Professional Portfolio - Including Resume, lesson plans, references, professional development and growth plan, etc..

NOTE: Try to use assessment strategies you are already using to evaluate student work as part of your grading system. Examples: Rubrics for Evaluating Projects or Assignments, Portfolio Evaluation, Culminating Projects, Final Exams, Writing Assignments, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), or others....

6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:

| Criteria used in course Syllabi to explain completion and implementation of students planning of activities and assignments as per each of the SLO’s listed. In each of the listed SLO’s students demonstrated ability to plan and implement Developmentally Appropriate Practices in their selected classroom based upon the ages and stages of the children enrolled in that classroom. Lesson plans, activity plans, Professional Portfolios, and parent interviews are used as a part of their demonstration of ability. |

7. By looking holistically at the results from all students, describe your findings:

| 32 of the 42 students completed course with Portfolios that demonstrated needed skills to obtain employment in this field through curriculum planning and observation, child assessment and parent conference/interview techniques. Of the 32 students 4 students have obtained employment using the portfolio as a part of their interview process, 2 have entered advanced training programs in ECS, 1 student has been accepted into the Montessori training program. The remaining students are currently employed and using the skills and portfolios in their respective classrooms. Students have applied for a Teacher’s Permits at varying levels or upgraded current Teaching Permits (varying levels (25), Site Supervisor Permits (3)) |

8. Describe faculty dialogue (if any) involved in the assessment process:

| Faculty agrees that since this is the practicum course all assessment must be by demonstrating skills necessary to teach in an early childhood environment and presentation of a professional portfolio that demonstrates students ability to assess children, work with parents, and implement teaching strategies. Discussed with Dean the use of student portfolios for this assessment. |

9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teaching strategies to be implemented to promote student success:

| Introduce new assessment tools being used by the State of California (2014) to help students with assessment of children and program curriculum to be included in portfolios to use as proof of knowledge of these tools needed for employment in this field. |

10. After the improvements are implemented, describe the results:

| N/A |