PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

EDUCATION

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19
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COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
EDUC G102	x	x	x	x
EDUC G103	x	x	x	x
EDUC G200	x	x	x	x

COURSE ASSESSMENT STATUS

Fully Assessed ↑   Partially Assessed ↔   No Assessment ↓

Table 2. Course Assessment Status between 2015-16 and 2017-18
*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status	Last Term Offered
EDUC G102	3	2 out of 3	Partially Assessed	↔ Spring 2019
EDUC G103	3	2 out of 3	Partially Assessed	↔ Spring 2019
EDUC G200	5	2 out of 5	Partially Assessed	↔ Spring 2019

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
EDUC G102	cSLO 1	Analyze student/teacher interaction within the K-12 classroom setting.
EDUC G103	cSLO 2	Plan, design, and implement technology projects, such as word processing documents, spreadsheets, databases, and presentations by successfully utilizing Google Applications forEducation.
EDUC G200	cSLO 2	Define the level of education and type of school that would be most beneficial to teach using self reflection.
EDUC G200	cSLO 3	Observe and identify effective classroom management skills including conflict resolution, mentoring, and peer coaching.
EDUC G200	cSLO 4	Define training and teacher credentialing process involved in California Public Education.

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
EDUC G102	cSLO 2	Fall 2015	There were multiple opportunites for students to ask questions, clarify, discuss and then present their final portfolio.The only students who did not successfully complete the assignment actually did not have good attendance records (2 students) and did not participate in the lastclass, therefore not turning in their portfolio to be graded.
EDUC G102	cSLO 3	Spring 2016	There was plenty of opportunity to be successful in this assignment. Students received rubric prior to paper due date Students were shown examples of past essays Students were modeled proper writing structure and brainstorming of content Students took a mock group essay test with same topic Students who were not successful did not attend all classes
EDUC G102	cSLO 3	Spring 2017	There was plenty of opportunity to be successful in this assignment.Students received rubric prior to paper due date Students were shown examples of past essays Students were modeled proper writing structure and brainstorming of content and Students took a mock group essay test with same topic. Students who were not successful did not attend turn in paper on time. Range of scores 85-105
EDUC G102	cSLO 3	Spring 2018	There was plenty of opportunity to be successful in this assignment. Students received rubric prior to paper due date Students were shown examples of past essays Students were modeled proper writing structure and brainstorming of content and Students took a mock group essay test with same topic. Students who were not successful did not attend turn in paper on time. Range of scores 70-105 with outlier of 1 test at 64
EDUC G103	cSLO 1	Fall 2015	All 13 students enrolled in this class successfully completed research on curriculum-related websites to create a lesson plan; created a filing systems for their documents using MS Windows; and created a series of documents using Office applications using Word, Excel, PowerPoint, and Access.Students complied their documents in a notebook and copied their files on to a CD for review by the Orange County Department of Education to earn a technology certificate.
EDUC G103	cSLO 3	Spring 2016	All 16 students successfully presented a lesson plan on their chosen K-12 subject, integrating grade-level appropriate technology into their curriculum.As the "teacher" presented their lesson plan, all the "students" in the class were engaged in the learning process.The instructional objective was identified in each lesson, and the "teacher" appropriately assessed each student to determine if the students mastered the learning objective.
EDUC G103	cSLO 3	Spring 2017	One of the major areas of focus of this course is to introduce how to properly incorporate technology into an educational lesson plan. Students were asked to consider Universal Design for Learning (UDL) guidelines as they developed their lesson plans, which greatly assists in ensuring students do include a variety of technology tools in their lesson plans. (The level of tech tool incorporation varies among students due to their own varied levels of comfort ability with and understanding of tech tools.) Students are given a grading rubric that provides assignment/project guidelines.
EDUC G103	cSLO 3	Fall 2017	There were 3 students who failed to consistently attend class and did not submit lesson plan assignments and/or offer a presentation. All other students successfully incorporated technology into their developed lesson plans (to a degree that they felt comfortable with based on their own varied levels of tech

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			ability and understanding of tech tools). Students were given a grading rubric that provides assignment/project guidelines.
EDUC G103	cSLO 3	Spring 2018	There was 1 student who failed to continue to engage in the class and did not submit a lesson plan assignment nor offer a presentation. All other students successfully incorporated technology into their developed lesson plans (to a degree that they felt comfortable with based on their own varied levels of tech ability and understanding of tech tools). Students were given a grading rubric that provides assignment/project guidelines.
EDUC G200	cSLO 1	Spring 2016	Students take an on-line tutorial written and monitored by On-line co-teacher. (originally part of Teach III grant) In addition, Students are required to work 46hours of field experience in the classroom with a credentialed teacher.Utilizing the information learned in the on line portion of the class the students were able to practice these techniques in the field gaining a greater understanding of how the material is manifest in real world situations.
EDUC G200	cSLO 1	Spring 2017	Students take an on-line tutorial written and monitored by On-line co-teacher. (originally part of Teach III grant) In addition, Students are required to work 46hours of field experience in the classroom with a credentialed teacher.Utilizing the information learned in the on line portion of the class the students were able to practice these techniques in the field gaining a greater understanding of how the material is manifest in real world situations.
EDUC G200	cSLO 1	Spring 2018	All students passed this portion of the class withC or better.Statistically, this class didwell, we attribute to the assigning of homework solely for online the first 5 weeks with adding homework for in-class portion after the 5th week-allowing students to concentrate and attain success.26 A's 5 B's and 1 C Students take an on-line tutorial written and monitored by On-line co-teacher. (originally part of Teach III grant) In addition, Students are required to work 46hours of field experience in the classroom with a credentialed teacher.Utilizing the information learned in the on line portion of the class the students were able to practice these techniques in the field gaining a greater understanding of how the material is manifest in real world situations.
EDUC G200	cSLO 5	Fall 2015	There were multiple opportunites for students to ask questions, clarify, discuss and then present their final portfolio.The only students who did not successfully complete the assignment actually did not have good attendance records (3 students) and did not participate in the lastclass, therefore not turning in their portfolio to be graded.

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.
*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
EDUC G102	cSLO 2	Fall 2015	Honestly, I have revised and changed a few things over the last few semesters and this is pretty much where we find success. My teaching partner in the 102 course and I have really honed the course to meet the challenges of the field of teaching from the introductory level to allow the students to see what is in their path in the future. The portfolio is just one piece in their training, but a significant one to be sure.
EDUC G102	cSLO 3	Spring 2016	There is nothing that can be done for the student who does not try (not turning in a paper) However, I made every effort to help the students who did not meet the standard requirement, including meeting at office hours and offering re-writes. Interestingly enough 2 of the three were late on the re-writes as well.
EDUC G102	cSLO 3	Spring 2017	There is nothing that can be done for the student who does not try (not turning in a paper) However, I made every effort to help the students who did not meet the

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			standard requirement, including meeting at office hours and offering re-writes. I allowed 2 students to turn in late due to familyemergencies, however they were docked a whole letter grade.
EDUC G102	cSLO 3	Spring 2018	There is nothing that can be done for the student who does not try (not turning in a paper) However, I made every effort to help the students who did not meet the standard requirement, including meeting at office hours and offering corrections to re turn it in. However, I cannot assist the student who does not return emails or calls..
EDUC G103	cSLO 1	Fall 2015	No further adjustments to the course planning as a result of this assessment. A different SLO will be analyzed next semester.
EDUC G103	cSLO 3	Spring 2016	No further adjustments to the course planning as a result of this assessment. A different SLO will be analyzed next semester.
EDUC G103	cSLO 3	Spring 2017	Next semester, I would like to offer students a choice out of multiple options of how they would like to present their lesson plans (to continue modeling UDL guidelines). I plan to also provide more specific guidelines/instruction as to the incorporation of teacher-centered tech tool use and student-centered tech tool use.
EDUC G103	cSLO 3	Fall 2017	Based on planning changes from the previous semester, this semester I offered students a choice of multiple options for presentation format (to continue modeling UDL guidelines). The majority of students continued to give oral presentations (with or without presentation slides/notes), however, one student did opt to create a Screencast video to play as her presentation. I will continue to offer students these options. This semester I also invited a colleague in as a guest speaker, who shared student-centered tech use project examples his high school student students have created. Via oral feedback from students, his presentation and discussion was well received. Students were able to see additional examples of student-centered tech use.
EDUC G103	cSLO 3	Spring 2018	This semester students anonymously completed a course evaluation survey. Based on feedback and to maintain content currency, plans are to give course content materials and major assignments (lesson plan & lesson plan presentation) an overhaul to encourage more collaboration, critical thinking, creativity, and communication between peers (and to model the concept of the 4Cs). Students will still be offered choice (to continue modeling UDL guidelines).
EDUC G200	cSLO 1	Spring 2016	This is the 5th year teaching this course. The course has been fine tuned and changed to meet the students needs. The Student Evaluation forms are used as a second assessment tool for student success. Having read through these at the end of the semester, student growth and success is huge. 90% of the students scored in the Outstanding and Strong Categories. In addition, at the end of this course students know if they want to pursue education as a field of study or profession.
EDUC G200	cSLO 1	Spring 2017	This is the 6th year teaching this course. The course has been fine tuned and changed to meet the students needs. The Student Evaluation forms are used as a second assessment tool for student success. Having read through these at the end of the semester, student growth and success is huge. 90% of the students scored in the Outstanding and Strong Categories.In addition, at the end of this course students know if they want to pursue education as a field of study or profession
EDUC G200	cSLO 1	Spring 2018	This is the 6th year teaching this course. The course has been fine tuned and changed to meet the students needs. The Student Midpoint eval forms are used as a second assessment tool for student success. Having read through these at mid- March, student comfort in the classroom setting is high. 90% of the students scored in good to great range. At the end of the course, students will receive a evaluation from their "master" teacher which will help guide them in decisions regarding the profession.
EDUC G200	cSLO 5	Fall 2015	After careful examination of the portfolios, there was a significant difference in the quality of the work during a mid-course check, I have found that showing samples

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			have helped to get students back on track. The Portfolio rubric is posted on blackboard and we review it often. Peer editing has had a significant impact on their performance as well. After analyzing data only 3 students were not successful- due to not turning one in. I feel confident in that the instructional strategies are in line with student success