



Columbia College

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STUDENT LEARNING OUTCOMES

College:

Columbia College

Select the Group of Columbia College:

Administrative Services

Select the Unit of Administrative Services:

Family Services

Select the Program of Family Services:

Child Care Center

Select the Course of Child Care Center:

Connections:

- College SLO #1 (Critical and Creative Thinking)
- College SLO #2 (Civic, Environment, and Global awareness)
- College SLO #3 (Individual and collective responsibility)
- College SLO #4 (Mastery of relevant theory and practice)

Select an SLO type:

- Course
- Program
- Award
- College-wide

Special Circumstances (flagged in report)

This is the primary SLO project for this course.

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(WARNING: Delete will remove this SLO project from the list.)

[College SLO's](#)

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SLO Map: Columbia College->Administrative Services->Family Services->Child Care Center

Date Started:

Semester Started:

Last Updated:

Originator:

Status:

Progress:

Version:

Title:

College Wide SLO:

SLO Narrative:

Paragraph Font Size Color

Columbia College
Student Learning Outcomes
Family Services
Child Care Center

SLO #1

Learning Outcome:

- The Child Care Center will provide “hands on” opportunities and experiences for students to explore and practice what has been learned while enrolled in Child Development or closely related courses.

The condition the SLO will address:

- The need for well trained and knowledgeable early childhood professionals is supported by the growing demand for “high quality” child care options for families in our community, state and nation wide.

How Students will benefit:

- Students will enter the workforce with a good understanding of child growth and development. They will be familiar with “best practices” as it relates to early childhood education and day to day child care operations

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SLOs:

SLO #1)

May 2012 - SLO #1

Learning Outcome:

The Child Care Center will provide "hands on" opportunities and experiences for students to explore and practice what has been learned while enrolled in Child Development or closely related courses.

The condition the SLO will address:

The need for well trained and knowledgeable early childhood professionals is supported by the growing demand for "high quality" child care options for families in our community, state and nation wide.

How Students will benefit:

Students will enter the workforce with a good understanding of child growth and development. They will be familiar with "best practices" as it relates to early childhood education and day to day child care operations.

College-wide SLOs supported by the outcome:

Critical and Creative Thinking (Reflective Practice, Critical Thinking)
Civic, Environment, and Global Awareness (Advocacy, Collaboration, Team-building)
Individual and Collective Responsibility (Academic Growth)
Mastery of Relevant Theory and Practice (Communication)

Activities associated with SLO:

On the job training for day to day operation with emphasis on health and safety will be provided for Student Workers and Practicum Students by Master Teachers and the Child Care Center Manager.

Under the direction of a Master Teacher, Students will become familiar with tools used to enhance learning environments with emphasis on responsive care giving, individualization, and health and safety.

Assessment Tool: May 2012 - Parents Surveys - Customer Satisfaction
ITERS (Infant Toddler environmental Rating Scale)
ECERS (Early Childhood Education Rating Scale)

Analysis of Assessment Results: May 2012 - Desired Results Parent Surveys were distributed in January 2011. 18 of 62 were completed and returned. 100% of families felt their children are safe in our program. 100% of families felt their children are happy in our program. 44% of parents would like to have more information about parenting skills. 44% of parents are "satisfied" with opportunities to interact with other parents. 41% of parents are "satisfied" with curriculum cultural activities. Action Steps: Student teachers, under the guidance of a Lead Teacher, will be given opportunities to help with parent conferences, parent gatherings, and cultural curriculum enhancement.

ITERS/ECERS - Students are in the process of becoming familiar with the Infant/Toddler and Preschool Environmental Rating Scales. Results will help determine what environmental changes need to be made in the classrooms based on "best practices".

Assessment Tool: May 2012 -Parent Surveys - Customer Satisfaction
ITERS (Infant Toddler environmental Rating Scale)
ECERS (Early Childhood Education Rating Scale)

Analysis of Assessment Results: May 2012 - Desired Results Parent Surveys were distributed in January 2012. 27 of 65 were completed and returned. 100% of families felt their children are safe in our program. 94% of families felt their children are happy in our program (one child was new to the program and having difficulty with the transition) . 23% of parents would like to have more information about parenting skills. 23% of parents were not clear on where the daily schedule was posted. 27% of parents wanted more information on how children develop.

ITERS/ECERS - Students identified areas of improvement in the areas of classroom activities and environment after using the ERECS/ITERS tool. An action plan was created based on the findings for all three classrooms - infant, toddler, and preschool.

Assessment Tool: May 2013 - Parents Surveys - Customer Satisfaction
ITERS (Infant Toddler environmental Rating Scale)
ECERS (Early Childhood Education Rating Scale)

Analysis of Assessment Results: May 2013 - Desired Results Parent Surveys were distributed in January 2013. 29 of 50 were completed and returned. 100% of families felt their children are safe in our program. 100% of families felt their children are happy in our program. 21% of parents would like to have more information about parenting skills. 24% of parents need more information about community resources. 21% of parents wanted to know they could get more involved with their child's program. Summary of Findings and an action plan were developed to be implemented during the 2013-14 fiscal year.

ITERS/ECERS - Students identified areas of improvement in the areas of classroom activities and environment after using the ERECS/ITERS tool. An action plan was created based on the findings for all three classrooms - infant, toddler, and preschool.

Add New Assessment Tool:

Add New Analysis:

SLO #2)
SLO #2

Learning Outcome:

The Child Care Center will provide employment opportunities for students to develop professional job skills and earn an income while enrolled in college.

The condition the SLO will address:

It is imperative that early childhood educators enter the work force with a clear understanding of what it takes to be a successful employee and more specifically what it means to be a successful employee in the early childhood education field.

How Students will benefit:

Students will enter the workforce with a good understanding of basic employment policies and procedures, including being professional and dependable, to ensure employment success and longevity.

College-wide SLOs supported by the outcome:

- Critical and Creative Thinking (Life-long learning)
- Civic, Environment, and Global awareness (Collaboration, Team-building)
- Individual and Collective responsibility (Self-responsibility, Emotional Development, Reliability)

Activities associated with SLO:

- Students will be given an orientation to review policies and procedures as outlined in the staff handbook and the skills required for working in a child care setting when hired.
- Students will follow the directions of the Master Teachers and Child Care Center Manager.
- Student attendance and punctuality will be tracked and reflected on pay claims.
- Students will set professional goals with Master Teachers annually.
- Students will participate in trainings and staff meetings.
- Students will develop skills for communicating and providing good customer service to all families served with respect to cultural differences.
- Students will learn that poor performance leads to reassignment or termination.

Assessment Tool: May 2012 - The program manager will meet with each new Student Teacher to review the staff handbook policies and procedures, including topics about professionalism on the job. In addition, Lead Teachers will use a checkoff orientation list to ensure that each student is familiar with the day to day classroom policies and procedures.

Analysis of Assessment Results: May 2013 - Lead teachers have been using the developed and regularly updated staff orientation check off list for all new student workers. The check off list has been an effective tool to address program wide policies and procedures with emphasis on health and safety. The orientation list is updated as procedures change.

Assessment Tool: May 2013 - Program Manager will develop a staff survey about professional job skills to be distributed during the Fall In-Service.

Analysis of Assessment Results: [2013CSP]: Results for the assessment instrument under development will be posted when the analysis is complete.

Add New Assessment Tool:

Add New Analysis:

Add New SLO)

Assessment Tool:

Analysis of Assessment Results:

Save

Notes to Self/Next Steps:

Develop professional growth (job skills) survey. Research possible templates.

Improvements Achieved:

- 1) May 2012 - Parents have been given resources about child growth and development as well as information about support/training opportunities in our community. Parent Conferences have been scheduled two times a year to discuss individual children and their growth. Parent Gatherings have been planned to give families more opportunities to interact. ITERS and ECERS have been completed with summary of findings and action plans in place to address growth areas. Staff have added more multi-cultural experiences for children in their classrooms (family banners, spanish word of the week, material and music from around the world).
- 3) May 2013 - Program Manager has completed a reflection activity on the success of CDE program self-review for 2012-13. The program was able to complete approximately 90% of the action step goals as outlined in the summary of findings.

- 4) May 2013 - Program Manager recently updated the staff orientation check off list to include additional health and safety components to include properly lifting children and direct line of site supervision.

- 5) The analyses of the ITERS and ECERS led to increased activities and hands-on opportunities for student employees.

- 2) May 2012 - Family Services Manager conducts a new employee orientation with all new student workers that includes policies/procedures and work performance expectations. Lead teachers do an additional orientation check list within the first two weeks of employment.

- 6)

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