



College of Education and Affiliated Programs
Annual Assessment Report Template – Fall 2012
Early Childhood Education

Background

1. Describe your program (enrollment, number of faculty, general goals. Have there been any program changes since your last CED Annual Report?

The Master's in Early Childhood Education (ECE) program at CSULB is designed to provide a diverse student body with updated knowledge and skills (including leadership skills) necessary to fulfill various roles in the field of ECE. The program recruits candidates with classroom teaching experiences and helps them connect their classroom practices with theories, research, policies, and current discourse and debates. The mission of the program is to recruit and educate a diverse student population with the professional competencies necessary for teaching, leadership, management, and advocacy roles in the public sector and in community-based and non-profit organizations such as public schools, federal and state funded preschool programs, community colleges, private preschool/school programs. The curriculum emphasizes knowledge, skills, and dispositions necessary for ethical, developmentally and culturally appropriate teaching practices in diverse and inclusive classrooms (with children from birth through age 8). The program also prepares candidates for management of early childhood organizations (including planning, implementing, and decision-making) that best represent the interest of all children and families and a pursuit for life-long learning. The pedagogical methods used for transaction of the program curriculum primarily focus on inquiry, critical and analytical thinking, professional collaboration (in class and off-campus settings), with the goal of instilling a pursuit for life-long learning among candidates and nurturing a community of learners.

The knowledge-base, skills, and dispositions of Early Childhood Education (ECE).

The MA in ECE program is informed by various theoretical perspectives, research findings, current issues and debates, national policies, and national/ international organizations' positions, publications, and recommendations. The National Association for the Education of Young Children's (NAEYC) advanced program standards, in particular, are used to structure the program's curriculum and assessment measures. The program requires candidates to acquire an in-depth knowledge and understanding of young children's development and apply this understanding to design anti-bias, culturally appropriate, and inclusive curriculum and assessment measures for young children. Candidates read and reflect upon theories (historical and contemporary) and practices that highlight that learning and development are constructed within the context of social and cultural interactions. These theoretical perspectives allow candidates to situate children socially, culturally, as well as individually so as to evaluate the contextual appropriateness of theories and research studies; reflect upon the school's hidden curriculum as well as policies and politics at the local, state, and national levels; and examine the beliefs and expectations of their own as well as that of the larger society that may impact teaching and learning in early childhood classrooms. Candidates read and reflect upon NAEYC's "Code of ethical conduct" for early childhood practitioners and examine current practices in the light of this code. Candidates design

and implement strategies to reach out to parents including culturally and linguistically diverse parents. They design plans for current and on-going leadership activities in the community including supervising and administering an ECE program and advocacy activities for children and families. The program helps candidates gain inquiry skills and knowledge of research methods and understand their critical role as consumers of research-based knowledge and practices. It engages candidates to examine controversies and trends related to the field of early childhood education and justify their own stand on the issue. In addition, the program fosters among candidates an understanding of early childhood education across the world, helps them examine globalization and its impact (negative and positive) on the world's children, learn about the role of transnational organizations such as UNICEF to ensure children's rights, and realize the need for global child advocacy. The program helps candidates to utilize technology as a tool to enhance learning and communication. The program's acknowledgement of the role of field experiences in contextualizing learning is evident in the requirement of 10 hours of field experiences for the majority of the program courses, with a total of 60 hours in the field. The ten hours of field experience required for a course is connected to an assignment that allows the instructor to assess candidates' ability to apply their learning from the course.

The ECE Master's program's mission, goals, and knowledge-base/skills/dispositions are aligned with the mission of the College of Education at CSULB. For example, the program aims to prepare socially and culturally responsible practitioners, leaders, and life-long learners who will integrate relevant theories, research, and policies into their own practices so as to ensure education and well-being of all children and families. The program has identified 7 key Student Learning Outcomes (SLOs) (see Table 1). These were adapted from the National Association for Education of young Children's advanced program standards. To integrate SLOs into courses, the mission statement of the program was reviewed along with course outlines and course objectives. Additionally, NAEYC's Advanced Program Standards were studied.

The program had 26 applications in the academic year 2011-12, admitted 23 and had 21 of those matriculate (Table 2). In that same year, for students in a separate cohort, 3 students advanced to thesis and 21 registered to take the comprehensive exam (Table 3). The program also graduated 22 students in 2011-12 (Table 4). There are 2 full-time faculty members who teach in the program.

Table 1*Program Student Learning Outcomes and Relevant Standards*

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
SLOs	Analyze theoretical perspectives that relate to young children and their families.	Demonstrate competency in building family and community relationships.	Apply principles of teaching and learning to early childhood classrooms.	Analyze current issues, debates, discussions, and research in the field of early childhood education.	Apply understanding of leadership roles that benefit children and families.	Analyze children's issues and early childhood education around the world.	Apply understanding of cultural diversity to personal philosophy and practices.
Signature Assignment(s)	Theorist research paper, multimedia presentation	Parent workshop planning and implementation report	Case study report	Review of research paper, multimedia presentation	Child advocacy plan, implementation	Country project research paper, multimedia presentation	Ethnographic research report
National Standards	Theory and Research	Building Family and Community Relationships; Collaboration and Mentoring	Child Development & Learning; Observing, Documenting, Assessing to Support Young Children and Families; Teaching and Learning	Research Methods	Communication Skills; Advocacy Skills; Leadership Skills	Cultural Competence	Cultural Competence; Growing as Professionals
Conceptual Framework	Scholarship	Evidence-based Practices; Collaboration; Leadership	Effective Pedagogy; Evidence-based practices; Innovation	Scholarship	Collaboration; Leadership; Advocacy	Advocacy	Advocacy
CSULB Learning Outcomes	Integrating liberal education	Collaborative problem solving	Well-prepared	Well-prepared	Collaborative problem solving	Engaged in global and local issues; Knowledge and respect for diversity	Engaged in global and local issues; Knowledge and respect for diversity
NCATE Elements	Content Knowledge	Professional Knowledge and Skills	Pedagogical Content Knowledge, Student Learning	Content Knowledge	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Dispositions, Professional Knowledge and Skills

Table 2

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 1 (Admission to Program)

	Number Applied	Number Accepted	Number Matriculated
TOTAL	26	23	21

Table 3

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 2 (Advancement to Culminating Experience)

	Number
Comps¹	27

Table 4

Comprehensive Exam Results, 2011-2012 (snapshot taken Su12)

	Number
Passed	21
Failed	5
Total²	26

Table 5

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 3 (Exit)

	Number
Degree	22

Table 6

Faculty Profile 2011-12³

Status	Number
Full-time TT	2

¹ This is data on the number of students who *applied* to take the comprehensive examination in Summer 2011, Fall 2011. The data include students who may not have taken or passed the examination(s).

² The number of pass + fail does not equal the number of students who advanced to take the comps (Table 3) because some students who have registered for the exam do not attempt it. This data reflects number of attempts at one or more parts of the comprehensive exam in Summer 2011, Fall 2011, or Spring 2012. Individuals who failed all or part of the exam and chose to retake it during AY 11-12 may be accounted for twice.

³ Faculty numbers reflect headcounts of any faculty member teaching a course in the program for the prior academic year (Summer through Spring). Faculty who teach across multiple programs will be counted in each program.

2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

3. Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:
 - a. Candidate Performance Data: Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

Table 7

Program Student Learning Outcomes and Signature Assignments

Student Learning Outcome	Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
1	Analyze theoretical perspectives that relate to young children and their families.	EDEC 521	Select and write report on theorist whose work has influenced the field of early childhood education
2	Demonstrate competency in building family and community relationships	EDEC 522	In small groups, plan, organize, and implement a parent education program (a.k.a. workshop).
3	Apply principles of teaching and learning to early childhood classrooms	EDEC 520	Identify needs of a child and plan curriculum and assessment strategies based on six hours of field visit
4	Analyze current issues, debates, discussions, and research in the field of early childhood education.	EDEC 621	Conduct an in-depth review of existing research on a topic pertaining to an issue or debate or a trend in the field of early childhood education.
5	Apply understanding of leadership roles that benefit children and families.	EDEC 523	In small groups, create an early childhood program.
6	Analyze children's issues and early childhood education around the world.	EDEC 622	Report issues facing children in a selected country, status of preprimary and primary education, and personal reflections and recommendations
7	Apply understanding of cultural diversity to personal philosophy and practices	EDEC 526	Conduct a cross-cultural analysis project. Include theories and research related to multicultural education, personal reflections, curriculum implications, and recommendations.

Figure 1

AY11-12 SLO Comparison

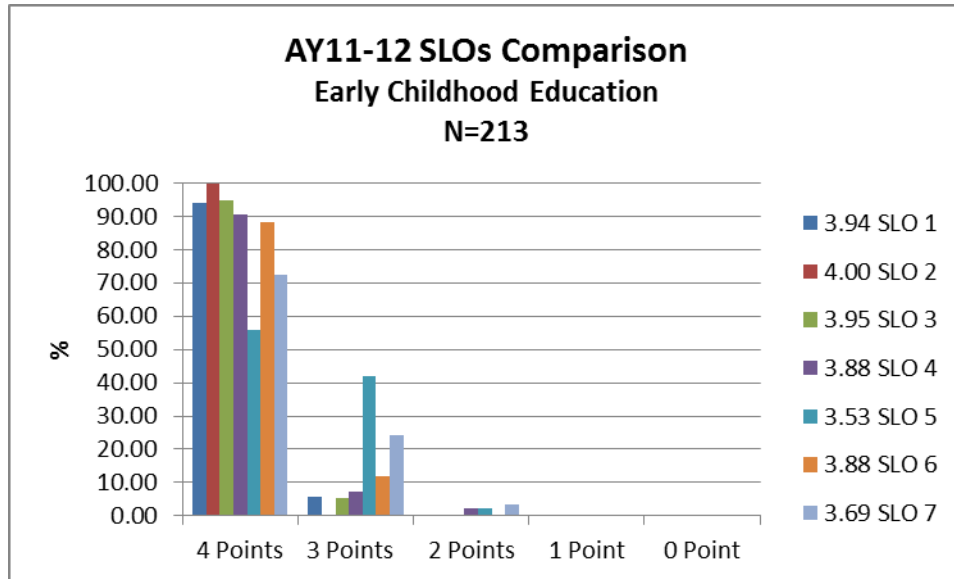
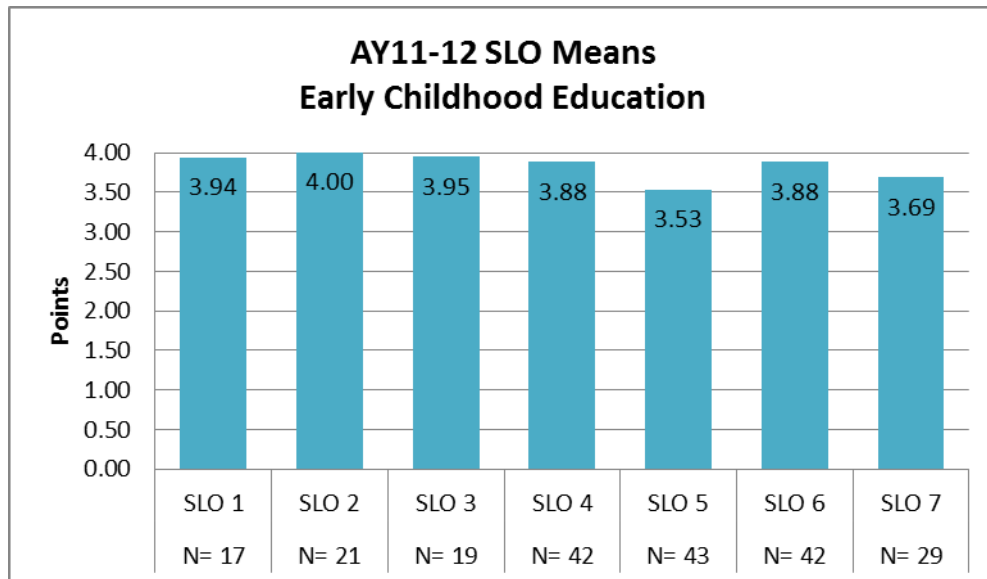


Figure 2

AY11-12 SLO Means



Outcome 1: Analyze theoretical perspectives that relate to young children and their families.

Figure 3

AY11-12 Score Distribution-SLO 1

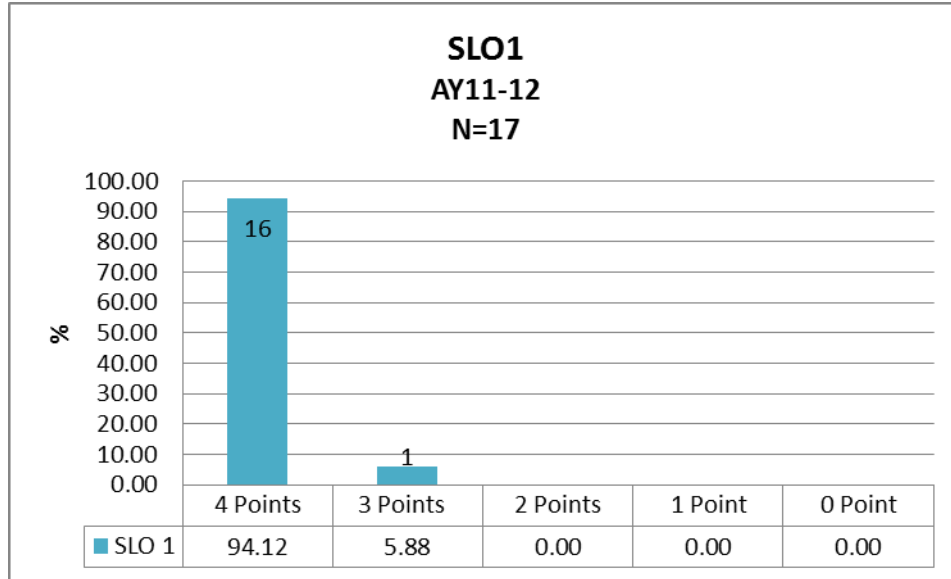
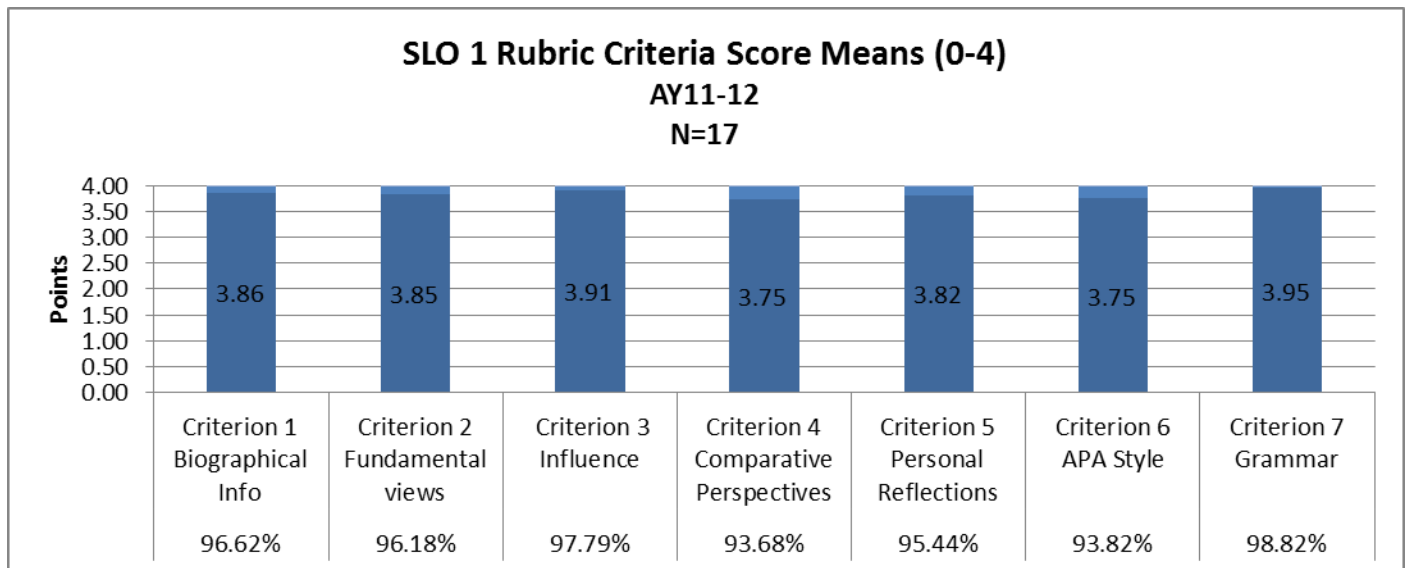


Figure 4

AY11-12 Criteria Score Means-SLO 1



Outcome 2: Demonstrate competency in building family and community relationships.

Figure 5

AY11-12 Score Distribution-SLO 2

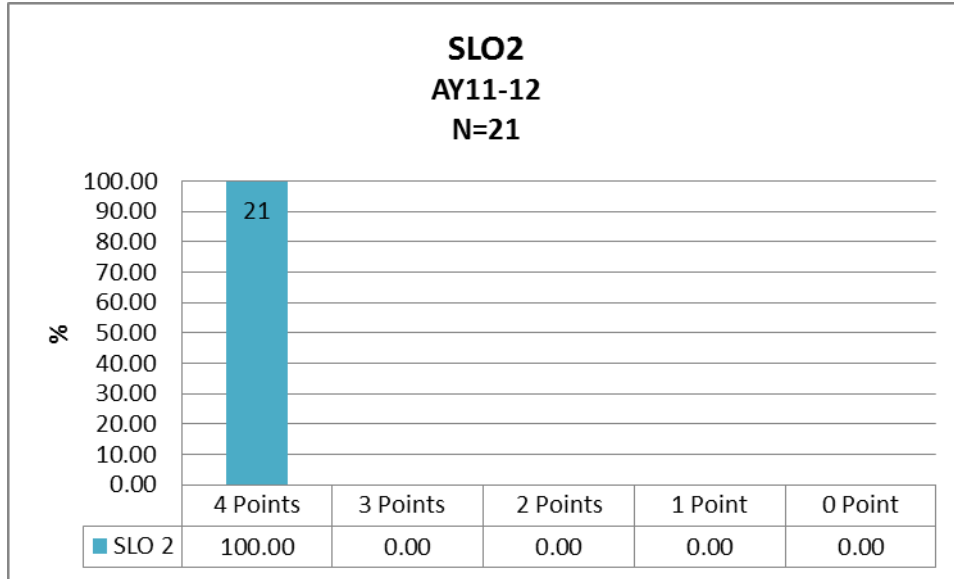
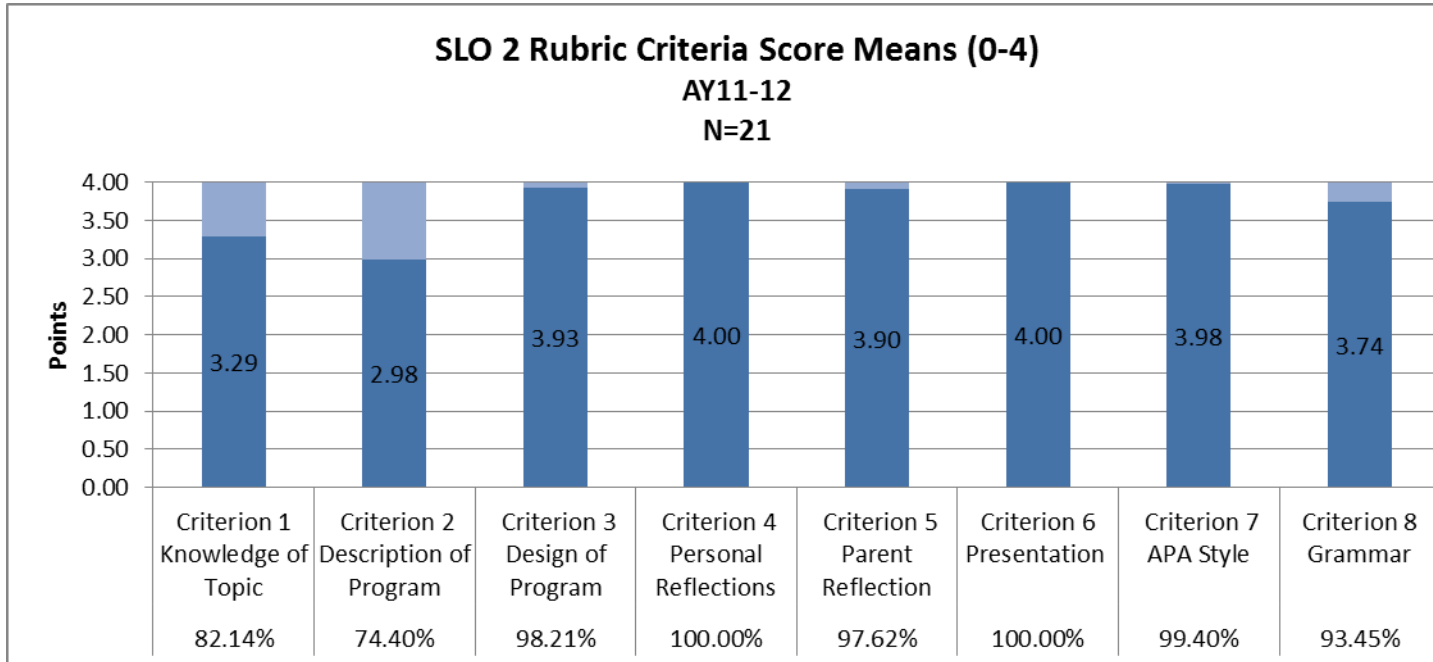


Figure 6

AY11-12 Criteria Score Means-SLO 2



Outcome 3: Apply principles of teaching and learning to early childhood classrooms

Figure 7

AY11-12 Score Distribution-SLO 3

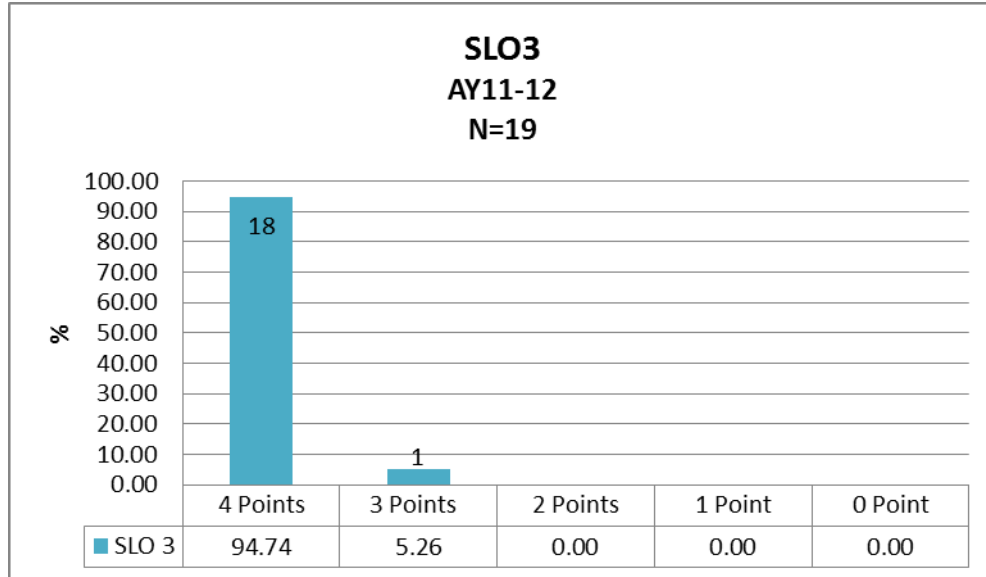
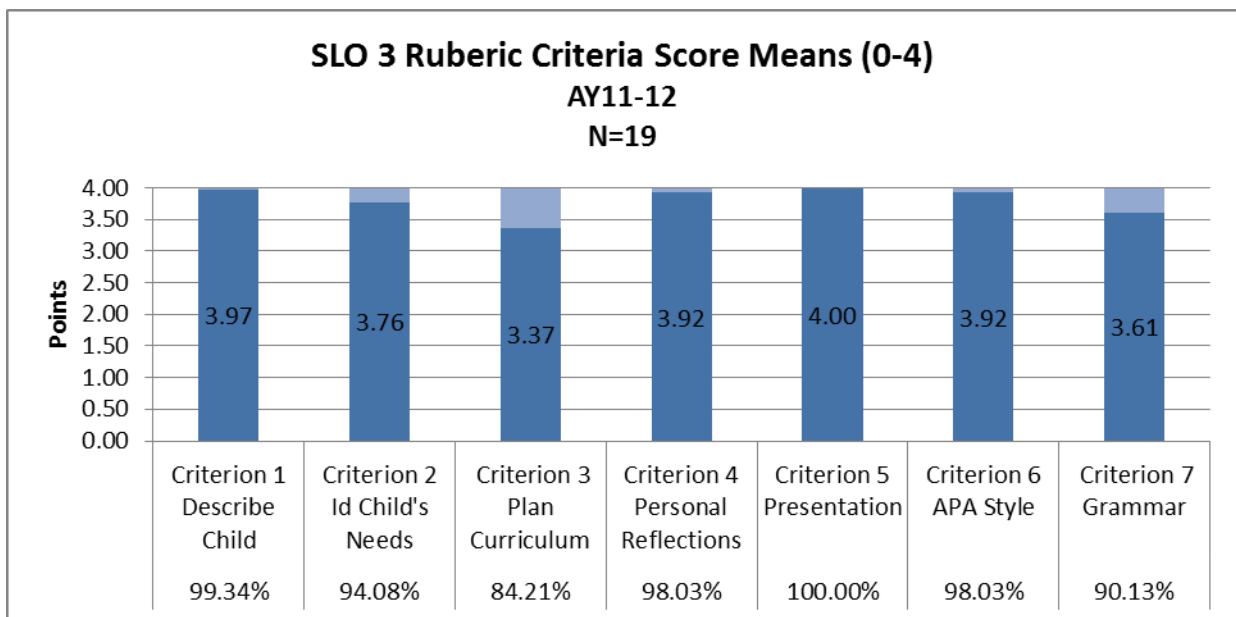


Figure 8

AY11-12 Criteria Score Means-SLO 3



Outcome 4: Analyze current issues, debates, discussions, and research in the field of early childhood education.

Figure 9

AY11-12 Score Distribution-SLO 4

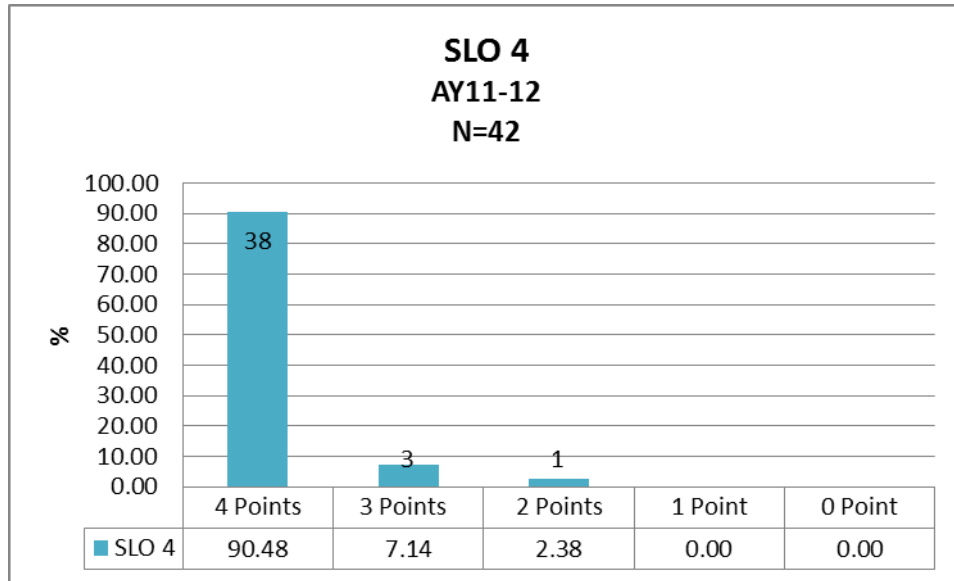
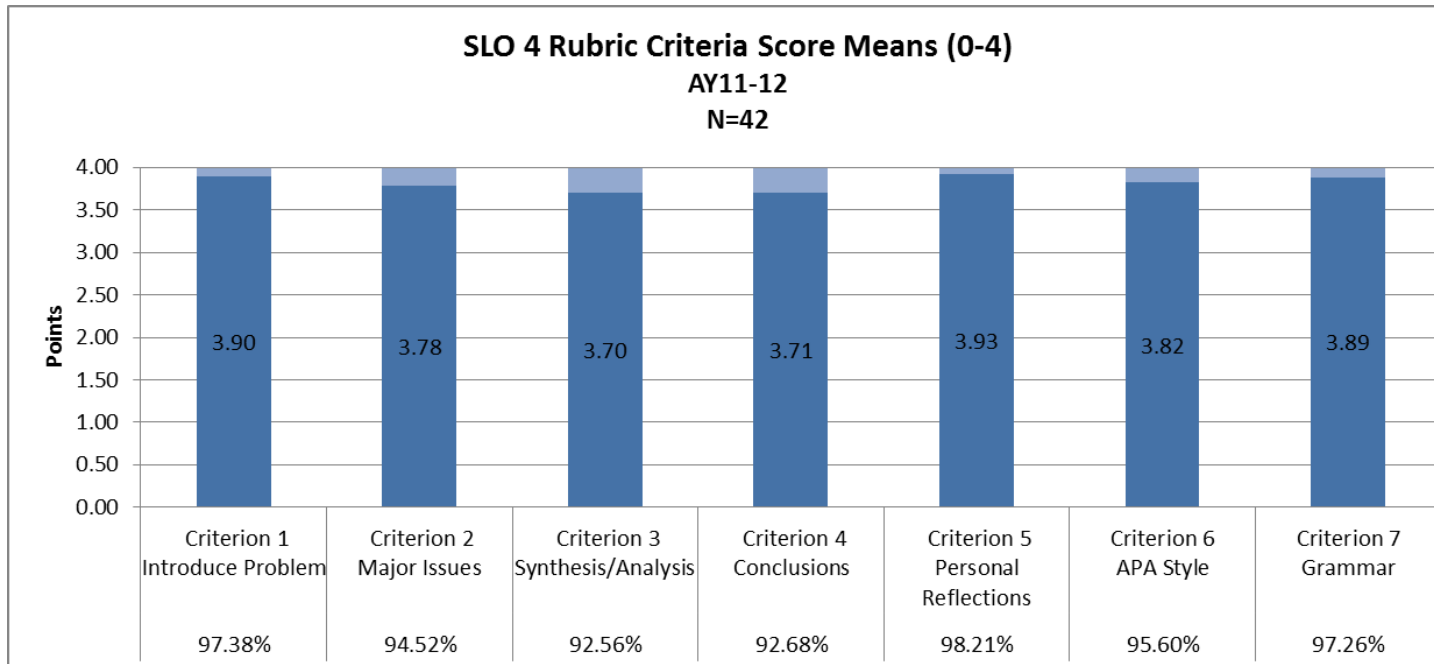


Figure 10

AY11-12 Criteria Score Means-SLO 4



Outcome 5: Apply understanding of leadership roles that benefit children and families.

Figure 11

AY11-12 Score Distribution-SLO 5

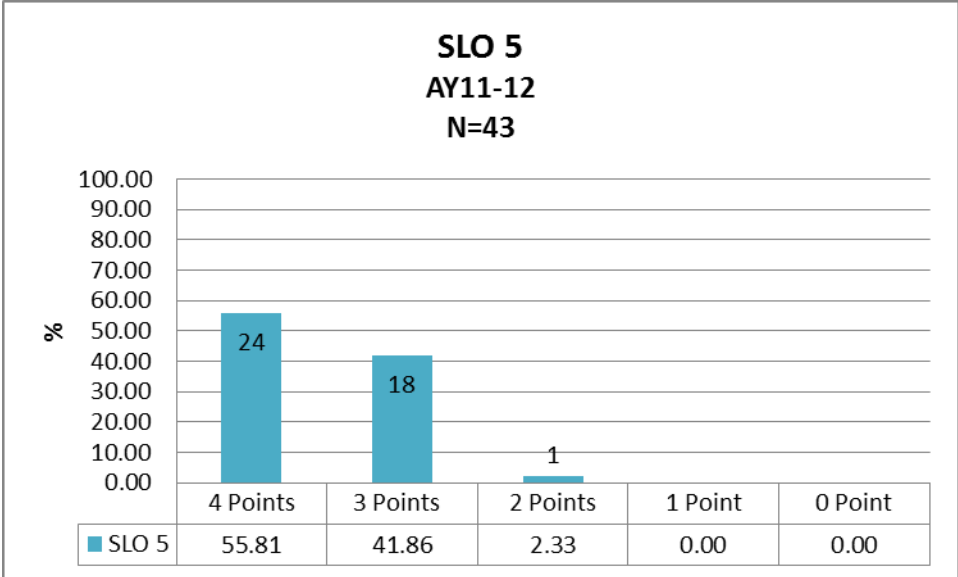
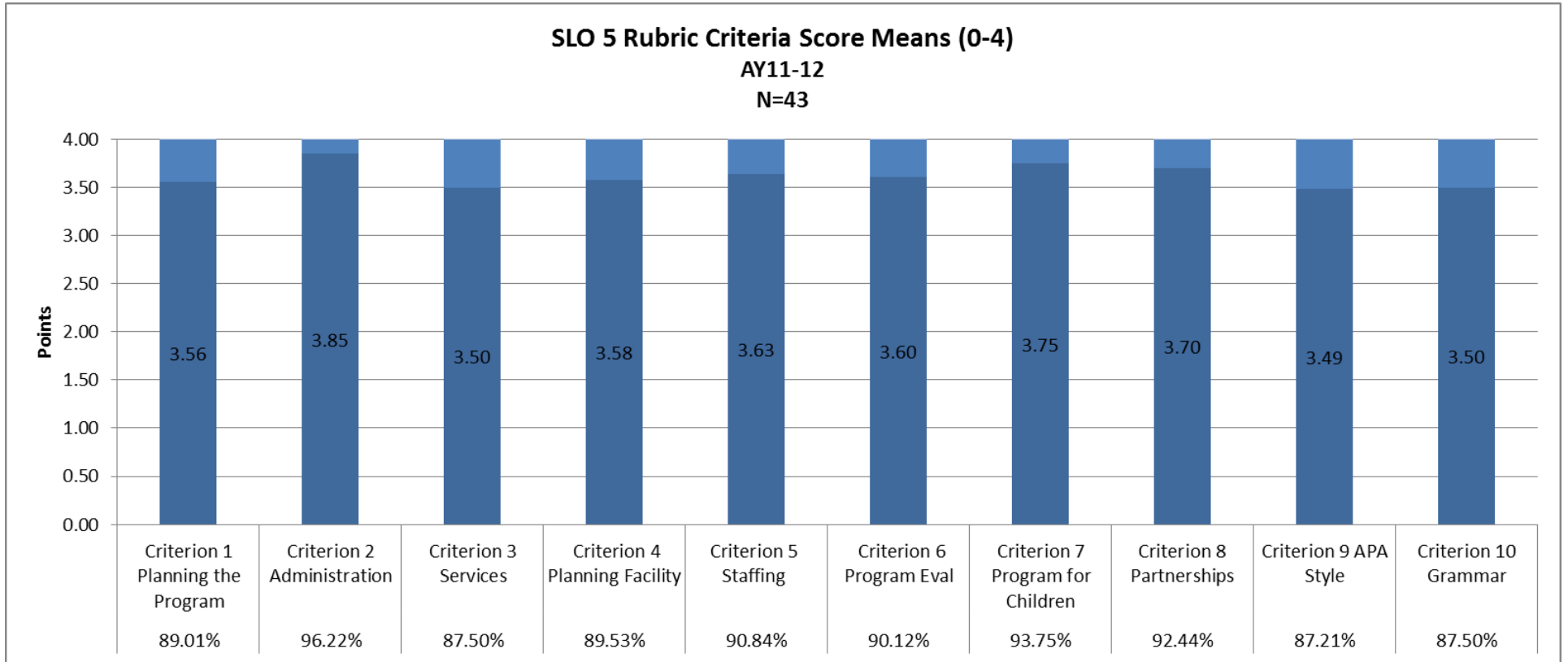


Figure 12

AY11-12 Criteria Score Means-SLO 5



Outcome 6: Analyze children’s issues and early childhood education around the world.

Figure 13

AY11-12 Score Distribution-SLO 6

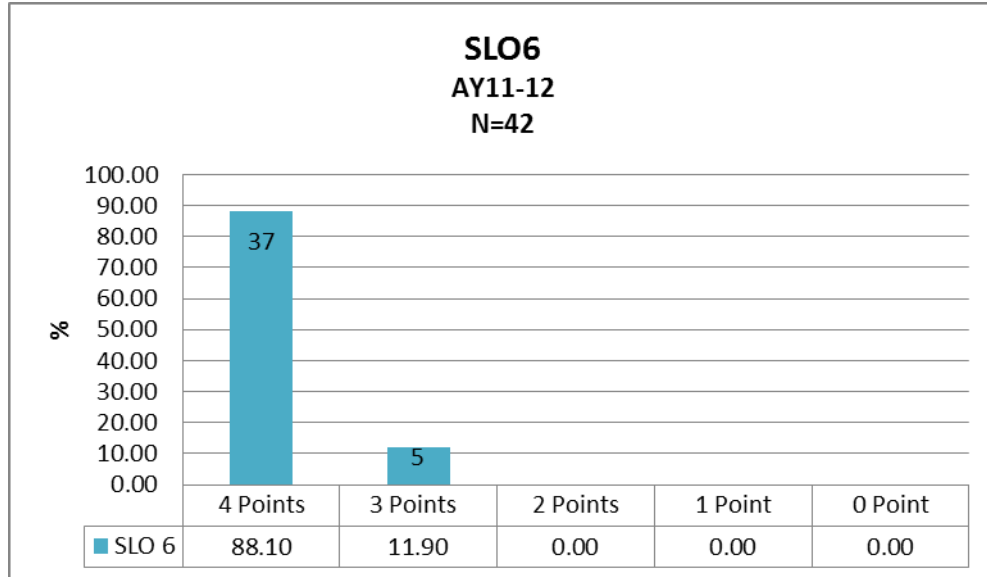
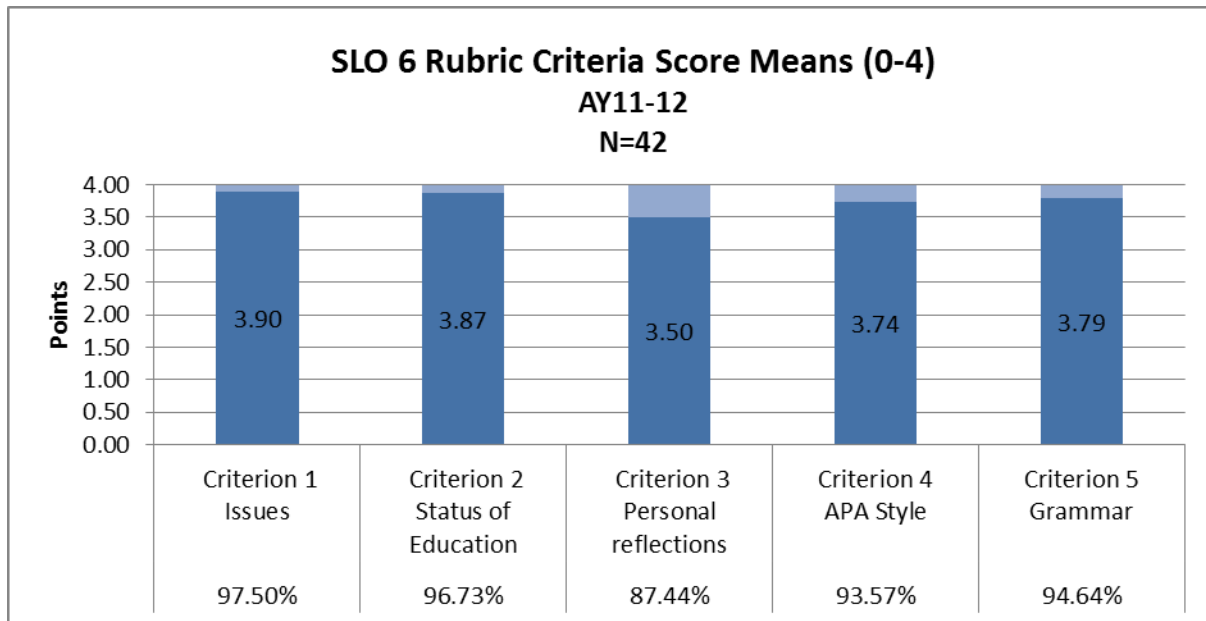


Figure 14

AY11-12 Criteria Score Means-SLO 6



Outcome 7: Apply understanding of cultural diversity to personal philosophy and practices.

Figure 15

AY11-12 Score Distribution-SLO 7

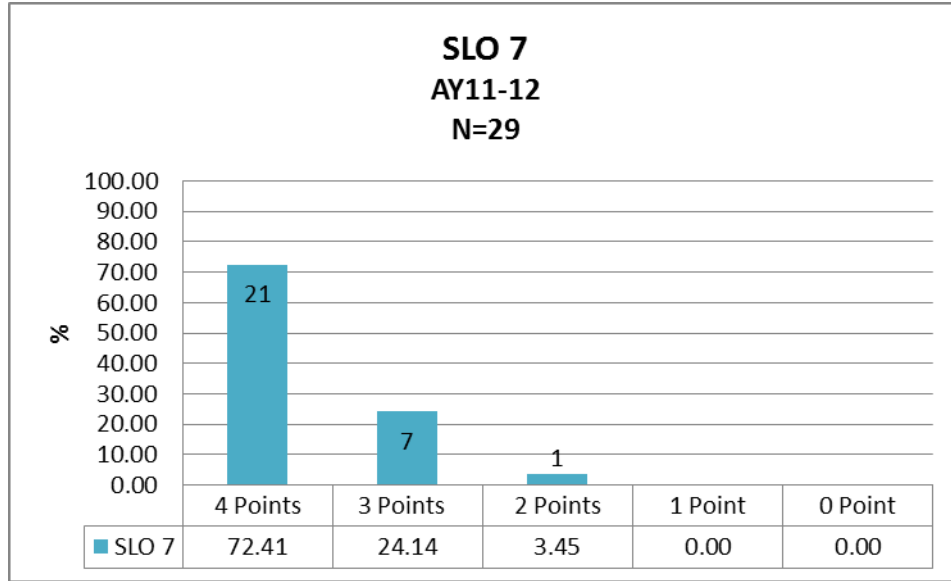
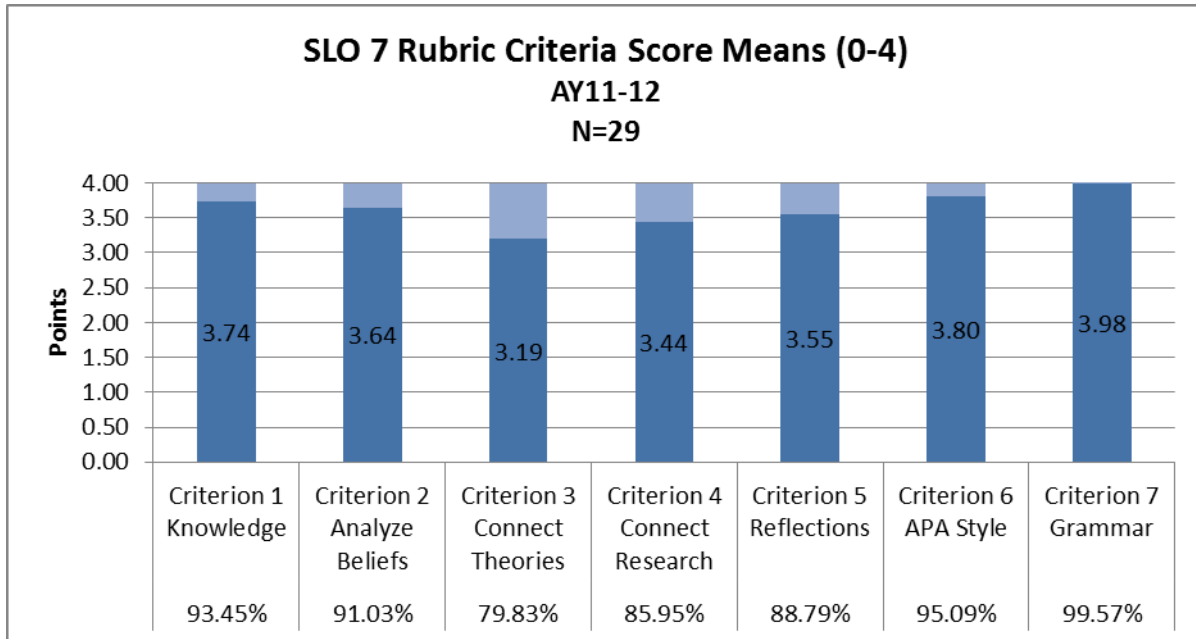


Figure 16

AY11-12 Criteria Score Means-SLO 7



Note: All overall SLO score distribution charts reflect AY11-12 data aggregated across semesters as appropriate

- b. Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators of program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

Surveys Administered by the Program

The program administers a benchmark survey in spring of each year (at the end of candidates' first year). The program also administers an exit survey in summer of each year for exiting students (at the end of candidates' second year). The findings are highlighted below as are the program's responses to these items.

Benchmark Survey

Items that received "neutral" or "disagree" responses by more than 25% of the respondents

- I have learned a great deal from my peers in the program.
Instructors in the program will monitor class interactions to gather quality of interactions among students and also the quality of students' oral presentations
- The advising sessions helped me understand the program goals and expectations
Currently, the program disseminates program goals and expectations through the following means:
 - ✓ Goals and expectations are shared during program orientation before entering students begin the program
 - ✓ The program has a mandatory advisement session for students in each semester where goals and expectations are reiterated
 - ✓ Goals and expectations are also shared by instructors during program courses

However, the program will look into it and address the issue.

- I obtained adequate guidance regarding expectations for comprehensive examination or thesis study.
The program adviser and instructors have been providing some preliminary information on comprehensive examination and thesis study in their classes and also during the orientation and advisement sessions. These students are in their first year in the program and mostly the

program faculty provides more information on comprehensive examination and thesis after students advance to candidacy and start their second year. Therefore, this issue was not raised by students in the exit survey.

Positive Narrative Comments by Respondents

- This is a program that I will recommend to other friends and people in general.
- I have found this program very stimulating and challenging. I really enjoyed doing workshops as this has made me grow as a person and I have learned a lot about a field that I really enjoy
- I feel this is an exceptional program. I really have no suggestions for improvement.
- I am thoroughly satisfied that I am engaging in advanced learning; I LOVE this program, it's the best decision I have made in a very long time.
- I have already recommended the program. I have experienced a shift in my thinking and I have stepped up in my current position responsibilities because of my additional understanding of issues in ECE.
- Studying of theories in depth has provided me a better foundation as well. Although the work load is large, the assignments are worthy of the efforts.
- Even though the courses can be challenging, I am gaining a lot of experiences that I never had before and learning many things
- I especially have learned so much knowledge about English Language learners and a review on theories.
- I think it is an academically rigorous and demanding program of which has been very beneficial to my growth as an educator.
- Has made me an even more serious thinker due to research; seeing the bigger picture and understanding of issues; I have taken on additional roles in my work position because of the knowledge I am gaining. My family and friends have noticed the shift in me as well. I have never read this much on ECE and it is fascinating! We also advocated on behalf of early childhood programs that will be cut in Gerry Brown's plan. It was a great eye opener!
- The program impacted me by giving me the variety and opportunity to learn and understand even further about the young children.
- I have the confidence that I can do a presentation at the NAEYC Conf. next year.

EXIT SURVEY:

Items that received “disagree” or “neutral” responses by more than 25% of respondents

- If I were starting over, I would enroll in this program again.

The program offered two different options (on-campus and off-campus) in the academic years, 2010-2012. Faculty members in the program feel that the off-campus section was weaker than the on-campus one. There were quite a few students, especially in the off-campus program, who struggled hard to be successful in the program. These students might have found the program very demanding and time-consuming.
- I received necessary advising toward my future career goals.

Currently, the program's career advising goals include:

- ✓ Inviting faculty from local community colleges (once in every two years) to talk to students about applying for faculty positions in their colleges and expectations for these jobs;
- ✓ inviting graduates who are working in various capacities during the faculty/student mixer in order to facilitate net-working and informal discussions on various career opportunities in the field;
- ✓ Inviting doctoral students in the ED. D. program at CSULB to share tier experiences in the program and their future career aspirations with a doctoral degree.

However, the coordinator has taken note of this item and will add more opportunities for students to explore various careers in the field of ECE.

Positive Narrative Comments by Respondents

- I thought the faculty was highly knowledgeable.
- Faculty was readily available for extra help or explaining
- The incredible knowledge base that the instructors have in this program is absolutely amazing! It is evident that instructors have a great passion for our children and families.
- Instructors were available outside of scheduled hours, motivated us to do our best work
- The program coordinator and professors were always willing to help and had open doors.
- This program has definitely pushed me to grow both professionally and personally!
- The program has definitely helped me in being able to identify my weaknesses and working on them to make them strengths. I strongly feel that this program has contributed to my leadership and personal development I became a great model for my co-workers.
- I believe that all of the courses offered in this program were relevant to our field and I was able to implement some of the projects we did in class
- I recently completed the course International Perspectives.... Loved It!! I feel this class is very informative and opens our eyes to the children's lives in other countries.
- I feel much more aware and prepared in discussing and applying current research to my professional practice. I feel more comfortable reviewing research. I have more confidence in my own practice of ECE theory and philosophy. Overall I feel that the program has met and exceeded my expectations.
- In my classroom I am better able to create meaningful experiences for parents and children as partners.
- It has made me a better teacher to my students, parents, and a better knowledgeable employee.

2012 Advanced Programs Exit Survey administered by CED

The survey results revealed that most of the items received positive responses by students. Here we discuss items that received "disagree" or "neutral" responses by more than 25 % of respondents and provide narrative positive comments by students.

Items that received “disagree” or “neutral” responses by more than 25 % of respondents

- Faculty members provided consistent support to enhance student learning in their courses.

Program faculty members feel that they have provided needed support to students in their courses. However, students need vary. Some students need much more support than others. It is up to faculty members to decide how much time they would devote to individual students beyond their usual responsibilities. The program provides information on available on-campus support systems to all students. It is up to students to take extra steps to seek help offered on-campus. However, the program will look at this issue more closely in future.

- The program allowed me to interact with a wide range of faculty and professionals in the field.

The program has addressed this issue in the following ways:

- ✓ The program invites community-college faculty members to discuss community college teaching opportunities.
- ✓ During their field observations, students do get opportunities to see various classrooms.
- ✓ Students are required to attend a workshop/conference each semester. These workshops allow them to interact with professionals in the field.
- ✓ Students have the opportunity to enroll in the “Writing workshops” mostly taught by a faculty member in the College of Education

The program feels the need for inviting speakers with various specializations to the program. However, without any budget allocations for this purpose, it has been hard to fulfill this goal. Additionally, the program has only two full-time faculty members. Sometimes the program has used one or two part-time faculty members. However, with decreasing enrollment, it will be hard for the program to recruit more part-time faculty members for students to gain exposure to instruction from diverse faculty members.

- My program prepared me to teach and engage all students, including English language learners and those with special needs.

The question should be divided into two parts. The program faculty members feel that the program has prepared students to address the need of English language learners. However, the program falls short of preparing candidates for addressing the needs of children with special needs. Although text books for various courses incorporate discussions on children with special needs, the content coverage is not enough. Besides, early childhood special education is a distinct field and the program does not have faculty members with that specialization. In future, the program may look for some outside funding to offer guest lectures on this topic to students.

Positive Narrative Comments by Respondents

- Excellent program.
- I have grown so much as an individual and as a professional
- My advisor was very kind and accommodating, She was always available when I needed her help. She responded to my emails sooner than I expected.
- Graduate office was very helpful and continues to be helpful when I have questions or need forms/letters to be sent to my employers

- I am so much more tech savvy than ever before and its great! I would not have done any of that if it were not for the graduate program. I now teach a college class and use blackboard and computer technology for my class.
 - I had very rich fieldwork experiences. It was hard at the first few weeks but I gained self-confidence as days went by. I had to reflect on what I did each day to improve my teaching.
4. OPTIONAL: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.

Student/Graduate Achievements

The program keeps record of student/graduate accomplishments in each academic year. Graduates share their accomplishments via email to the program coordinator.

- ✓ One of the program students, Patrice Collins, received the Graduate Research Fellowship, GRF, award by CSULB for her thesis project.
- ✓ Patrice Collins was rewarded with the “Outstanding graduate” award by the College of Education
- ✓ Patrice Collins was named among the 20 recipients of the 2010 Minerva Scholarships (which seek to meet the needs of dedicated college students and assist outstanding California women in their pursuit of higher education) and received her award from the first lady, Michelle Obama.
- ✓ Hawani Negussie, a graduate of the program, was accepted to the ED.D. Leadership program at CSULB.
- ✓ One of the program graduates, Olga Andrade, accepted a full-time tenure track position at Cerritos Community College
- ✓ One of the program graduates, Treshawn Anderson, successfully completed her candidacy at Purdue University’s Ph. D. program in Developmental Psychology and started her dissertation study.
- ✓ In fall 2012, one of the program graduates and a current ED. D. Leadership candidate at CSULB, Fawzia Reza, completed and submitted the report of her study titled, *Teacher Perspectives on Assessment Strategies and Professional Development for Transitional Kindergarten* to David and Lucile Packard Foundation CSU Dissertation and Pre-Dissertation Fellowship for 2012-13.
- ✓ One of the 2010 graduates of the program, Yoshimi Ohashi, presented her thesis study at the annual meeting of AERA 2011
- ✓ A program graduate, Jennifer Dula Stenkilde (2008 graduate), accepted the director position for an International Preschool program in Sweden

Analysis and Actions

5. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement.

Data from Transition Point 1

Data from Table 2 shows that the program has been successful in recruiting candidates to the program. 26 candidates applied to the program. This number is quite high for a Master's program in early childhood education and reflects the program's reputation in local communities. In addition, out of 23 candidates who entered the program in fall 2011, 21 are matriculated. One of them decided to take a reduced load of classes per semester and graduate a year later than her scheduled time for graduation (generally, students in the comprehensive track take two academic years to graduate from the program). Therefore, she is continuing in the program. The other candidate dropped out of the program for personal reasons.

Data from Transition Point 2

With two exceptions, all the candidates (a total of 23) who took the comprehensive examination in summer 2011/fall 2011 passed the examination either in first or second attempt. One candidate failed twice and did not receive the degree. The other candidate took the exam a year after in summer 2012 and successfully completed the program. Therefore, 21 candidates in the comprehensive track received their degrees in summer/fall 2011. One student in the thesis track also completed her degree in summer 2011. A total of 22 ECE MA degrees were conferred.

SLO Data

The SLO data from various courses reflects that as a whole, candidates are performing above level 3.5 (in a scale of 4.00) in their signature assignments for all 7 SLOs. It is appropriate to mention here that although the SLO data does not reflect the writing problems of students, quite a few candidates in the program have serious academic writing issues. These students are encouraged to take writing help from the writing resource lab and writing workshops offered by the graduate office in addition to the feedback and support provided by course instructors. This is an on-going issue and the program has been making efforts to address the issue.

6. How do these findings compare to past assessment findings?

Table 8

SLO Two Year Comparison

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
2011	3.94	4.00	3.95	3.88	3.53	3.88	3.69
2012	3.81	3.82	3.71	3.91	3.77	3.47	3.94

As the above table shows, the findings from signature assignments based on 7 SLOs are fairly consistent with past findings. In both years, the mean score is above 3.5 (in a 4 point scale) for all the SLOs. In fact, there is an increase of up to 40 decimal points for 4 SLOs. For the other SLOs, instructors have plans to make some minor changes to their signature assignment (see below).

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5.

Table 9

Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1 Writing Support	<u>Arrange writing help:</u> Requesting strong graduates from the program to serve as “writing mentors” and support students’ writing in small-group sessions. The program will provide these graduates with letters of appreciation for their mentoring role which may strengthen their case when they apply for community college teaching positions.	coordinator	Spring 2013
2 Thesis support	<u>Motivating students toward the thesis study track:</u> Requesting strong graduates from the program (who have either completed a thesis study or have joined the ED. D. program) to serve as “thesis mentors” and work with thesis chairs to help students in their thesis projects. It might motivate more students to choose the option of writing a thesis.	coordinator	Spring 2013
3 comprehensive examination workshop	<u>Offer a comprehensive examination workshop</u> in the second semester of students’ program inviting faculty members and past graduates to talk about their experiences and preparation for the comprehensive examination	Coordinator	Starting from Spring 2013
4 Inviting speakers	<u>Identify students’ future career aspirations and guide them toward resources</u> and experts to pursue these goals. Invite experts in various ECE careers identified by students to the program. Seek possible funding opportunities through the Development Office in the College of Education for inviting speakers to the program.	Coordinator / faculty	Starting from Spring 2013
5 Program goals and expectations	<u>Highlight program goals and expectations during the advisement sessions.</u> Develop and conduct a survey during the advisement sessions to make students and faculty aware of student’ concerns and success with the program goals/expectations	Coordinator	Spring 2013
6 Expose students to various career opportunities	<u>Expose students to various career opportunities</u> Identify students’ future career aspirations and guide them toward resources and experts to pursue these goals. Invite experts in various careers identified by students to the program	Coordinator	Spring 2013
7 Monitor student Presentations	<u>Monitor student interactions and oral presentations</u> and collect student perceptions on oral presentations by students and peer interactions in the class	Course instructors	Spring 2013

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
<p>8 Minor changes in the signature assignments</p>	<p><u>Minor changes in the signature assignments</u> based on SLO 2 and 4. SLO #2: Splitting up the assignment into two. The first submission would be a discussion of the content and importance of the topic for parents, and the second submission would be the details of the workshop. SLO 4: Instructor identifies important topics for the literature review and assigns students (3 or 4) to each topic. Although the written paper will be individually submitted, students will work with group members during the process of researching/writing/reviewing each other's work etc. This will help students to benefit from each other's' readings, perspectives, and critical thinking on the topic.</p>	<p>Course instructors</p>	<p>Spring 2013- Fall - 2013</p>