Departmental Assessment Analysis
(DAA form)
"Capturing the meaning of the assessment for the program."

Instructions:
- After departmental discussion and review of SLAS forms, complete the following form.
- Submit form to SLO Taskforce semi-annually. Due by census date.

<table>
<thead>
<tr>
<th>Program/Degree/Certificate:</th>
<th>HDEV</th>
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<tbody>
<tr>
<td>What does the department think it can do to improve teaching and learning?</td>
<td>We are continuing on our two year plan of obtaining resources for specific courses. HDEV 1, 4, and 9 were the focus for the 15-16 school year. HDEV 2,3,5, and 10 are our current focus. We plan to (dependent on funding) purchase instructor chosen materials, and to incorporate new state standards into coursework as the department goes through the curriculum process including California Child Development Division Permit Matrix Updates, CLASS Dimensions, ITERS/ECERS/SCERS, and 21st Century Work Skills. New course outlines will be developed and staff completed availability forms for a group planning/curriculum session for each class prior to curricular changes.</td>
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<tr>
<td>What help or resources are needed from the college to improve teaching and learning?</td>
<td>See attached</td>
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<td>What are top priorities for improvement?</td>
<td>See attached</td>
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<tr>
<td>How will department implement those priorities?</td>
<td>Attempt to secure CTE funding</td>
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<tr>
<td>Provide timeline.</td>
<td>17-18 school year</td>
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Our plan was to get into groups and discuss course specific assessments, teaching strategies for difficult concepts, and develop wish lists for end of year spending. We began by reviewing our new degree MAP, however, and this generated much discussion. So in light of time, we developed a wish list only and will rollover this agenda to fall 2017 planning and assessment.

**WISH LISTS GENERATED IN GROUPS**

- List of trusted/accurate online resources
  - Gender identity
  - Alzheimer’s
- HDEV 25
  - Multicultural skin tone paper dolls and paints
  - Cover up (I don’t know what this is!)
- Classroom “roving” kits
- Resources for pro-actively supporting students with “tender” topic information
  - My Patient portal has a statement asking if the patient wishes to share information to help with their health care such as
    - Preferred language
    - Gender identity
    - Biological Sex (gender)
    - Name
✓ General ERS resources (on ground and online)
  o ITERS
  o ECERS
  o FDCERS
  o SACRS
✓ HD 11
  o Appropriate guidance DVD (RIE)
  o Set of 6 IPADS for projects
✓ All classes
  o Training and information on CLASS
✓ HD 40 evaluation tool
✓ All day retreat with break out sessions on icebreakers, specialty class ideas, etc.
✓ Supplemental Texts.................Preschool Learning Foundations, ECE Competencies
✓ Sticky chart paper, poster boards
✓ General (not just B4 and F8)
  o Paddles
  o Buzzers
  o Easel paper/post its
  o Poor children video