

Example: PLO analysis in ECED's 5-year Comprehensive Program Review

First, it was determined that a total of 1955 assessments were completed in the sample of courses. SLOs were assessed using the following methods:

- Projects (which included assessments such as portfolios, Family resource File, Theorist Presentation, Learning Environments Project, Seminar Leading, Family Conference Projects) made up 48% of the assessments
- Curriculum Plans (which included assessments such as activity, lead teaching, and circle time plans) made up 27% of the assessments
- Written Assignment (which included assessments such as Reflection Papers or Journals, Relationship and Guidance Paper, Teaching Styles Assignment, Research papers) made up for 12% of the assessments
- Tests/Exams made up 8% of the assessments
- Teaching Evaluations made up 5% of the assessments

Then, the data were analyzed with the target of 80% of students scoring 70% or higher in the assessment aligned with the SLO to determine if the SLO was met. The SLOs met by assessment method are as follows:

- 94% of students (143/152 assessments) met the SLOs when assessed by Tests
- 94% of the students (100/106 assessments) met the SLOs when assessed by Teaching Evaluations
- 91% of students (481/527 assessments) met the SLOs when assessed by Curriculum Plans
- 86% of the students (199/232 assessments) met the SLOs when assessed by Written Assignments
- 83% of the students (783/938 assessments) met the SLOs when assessed by Projects

Overall, in the sample courses analyzed, 87% of students (1706/1955 assessments) received 70% or higher on assessments and met the SLOs.

Lastly, the SLOs were aligned with PLOs. It was determined that five of the six PLOs were met in the sample.

- 92% of students (602/654 assessments) met PLO 1- Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences.
- 86% of students (321/372 assessments) met PLO 2 - Build respectful partnerships with children, families, and their communities.
- 82% of students (174/213 assessments) met PLO 3- Observe, document and assess all children's development and learning in partnerships with families.
- 88% of students (132/150 assessments) met PLO 4- Use supportive interactions to build positive relationships and guide all children.
- 90% of students (260/289 assessments) met PLO 5- Use content knowledge and appropriate pedagogy to create, design, implement and assess learning experiences.

- 78% of students (217/277 assessments) met PLO 6- Use reflective practice to demonstrate professionalism.

After analyzing the data for PLO 6, it seemed that all of the assessments used in the sample for this PLO came from 100 level courses, specifically ECED 105, ECED 151 and ECED 191. The methods of assessment included projects, written assignments and teaching evaluations. As only 100 level courses were included to reflect PLO 6, it is concluded that this part of the data analysis is inaccurate. PLO 6 is a complex PLO and is also assessed in many 200 level courses where students have more practice and content knowledge, thus better expressing the ability to use reflective practices to demonstrate professionalism. PLO 6 was either not assessed in the 200 level courses during these semesters or not included in this sample.

Most of the SLOs and PLOs were met due to the teaching strategies of the instructors. In this sample, instructors mentioned that the following strategies were effective and will be used again:

- Give students time to share the assignment with classmates before the assignment is due and give students time to work on the assignment in class
- Review the assignment frequently and in steps
- Give students the opportunity for instructor feedback before the assignment is due and have students submit outlines or assignment plans
- Offer study guides
- Give students the opportunity to work in pairs or small groups to complete the assignment
- Provide students with a worksheet to follow, a template or an example of the assignment
- Allow a discussion with students related to strategies to improve the quality of work

For the SLOs that were not met, there were a few strategies that faculty would like to try to increase student success:

- Support students to turn in assignments on time
- Give students opportunities to practice presentation skills (in small groups prior to whole class presentation)
- Encourage students to read the textbook and use chapter review questions to assist in students understanding the textbook material
- Give students opportunity for instructor feedback before the assignment is due
- Schedule the assignment at another time during the semester
- Give students more examples of the assignment

These results will be used for improvement in the program to support student success and this method of data collection will be continued.