Fall 2013 SLO/PLO ASSESSMENT REPORT – Child Development

Date: January 21, 2014

Name of Person Reporting: Janice Silver

Name of Department and/or Discipline: Child Development

1. What courses/certificates/programs have you assessed this past semester?

   Course Student Learning Outcomes:
   Child Development 1
   Child Development 2
   Child Development 11
   Child Development 22
   Child Development 34
   Child Development 46
   Child Development 65

   Program Learning Outcomes:
   We also developed an assessment grid for each of our five program learning outcomes. The assessment is based on connecting and aligning course outcomes to the program outcomes. This mapping grid (below) was developed at the SLO Summit October 11th.

   **PLO #1** Integrate understanding of the needs, characteristics and multiple influences on development of children birth to age eight as it relates to high quality care and education of young children
   
   CD1  SLO #1
   CD2  SLO #2
   CD10 SLO #1
   CD11 SLO #1
   CD22 SLO #1

   **PLO #2** Design, implement, and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children

   CD2  SLO #2
   CD7  SLO #3
   CD10 SLO #1
   CD22 SLO #2
PLO #3   Apply effective guidance and interaction strategies that support all children’s social learning, identity, and self-confidence
   CD1    SLO #2
   CD2    SLO #3
   CD42   SLO #2
   CD22   SLO #3

PLO #4   Develop strategies that promote partnership between programs, teachers, families, and their communities
   CD7    SLO #2
   CD11   SLO #1
   CD22   SLO #3

PLO #5   Apply ethical standards and professional behaviors that demonstrate understanding and knowledge, deepening the commitment to the Early Childhood Education and Child Development profession
   CD34   SLO #1
   CD42   SLO #3
   CD22   SLO #3

Assessment of the first PLO will be undertaken Spring 2014.

2. Summarize the analysis of your assessment results for the fall semester course assessments in your area. Did the students achieve the established benchmarks (standards for student success)?

Child Development 1  SLO #1 Benchmark achieved
Report: Overall, the students who completed the assignment did well in all the criteria in their written report. I explained the assignment objectives, guidelines and specifications, the grading criteria and grading rubric to the students. In general, students showed interest and made effort to do the assignment well. Challenges: Addressing the needs of English language learning students who are not Spanish speaking.

Child Development 2  SLO #3 Benchmark achieved
Report: This assignment marked a significant increase in quality from the first assignment of the semester, and also from the SLO assessment of the same assignment last year. The strongest components, and improvements was in the area of presentation, which reflects the written style of the assignment in terms of computer literacy, spelling and grammar. Students who needed assistance with this component were encouraged to obtain tutoring support from the CDSRC (Child Development Student Resource Center), and the support received was reflected in an increase from 81% to 98%! As recommended last year, I spent more time going over the details of the assignment, and showing video clips for group evaluations. This resulted in increases in the students' ability to observe objectively, and to record accurately. (increased scores from 85% - 86%, and from 88% to 95%) The component
that actually decreased in success was writing summaries and evaluations. This component dropped from 85% to 80%. I believe that this is a result of changes that I made to the assignment, requiring more specific examples of students’ recommendations for enhancing quality of programs. This is a complicated practice for inexperienced early childhood educators.

**Child Development 11 SLO #1 Benchmark achieved**
Report: This assignment showed great improvement over previous years, and although the percentage increase on this SLO assessment is only from 90% - 91%, that reflects the random students that were assessed. The class average improved by almost 10%! Each of the three components was strong, with the greatest improvement in the title and cover pages. Students recognized the importance of documenting clear and descriptive information about the agencies and programs collected in the resource file, and carefully recorded contact information, services provided, and resources available for each. This is the information that will be of most benefit to them in the future. I had implemented all the recommendations that I made at the last assessment. The most valuable was the self-checklist that I gave each student before they started the assignment. We then reviewed it the week before the assignment was due so that they were able to actually grade their own resource files before submitting them. There were no surprises. The students were clear about where they earned and lost points. I will continue to provide this self-checklist for the students. This year the CDSRC (Child Development Student Resource Center) had an example of an exemplary resource file for the students to examine as they worked on their own. This provided a guide for their own learning process.

**Child Development 22 SLO #1 Benchmark achieved**
Report: Overall the students were very successful with this assessment. Over the course of the semester, their journal entries improved dramatically. This improvement reflected class discussions as well as individual comments that I wrote to each of them on each weekly journal. These comments and discussions provided clear and detailed guidance as well as provocative questions to encourage reflection. Content: I provide the students with written questions for each weekly journal entry, however sometimes some of the students do not include all questions in their responses. This is sometimes a result of not paying attention to the details, and sometimes students choose to focus on one area rather than all of them. Reflection: This component is stressed consistently throughout the seminar and in the guided questions. Their ability to reflect authentically comes with practice, but it is clear that they have all reached a high level of proficiency. Application: This is sometimes challenging to students who have no previous experience in an early childhood classroom. Again, throughout the semester students gain the ability to consider ways in which they can impact the quality of environment, experiences and relationships in the classroom.

**Child Development 34 SLO #3 Benchmark achieved**
Report: Yes, the benchmark was achieved. Students did very well this semester with the portfolio. I made many modifications to the way I presented the portfolio to students. I
focused on students orally describing the components of the portfolio and providing feedback to each other. Additionally, I brought examples for the class to look over and discuss. I spent extra time going over the difference between language and literacy, which was challenging for previous students to understand. Lastly, I made sure that students understood how they could differentiate instruction for the child that they assessed by turning to state recognized supports and resources.

Child Development 46  SLO #3 Benchmark achieved
Report: Students who completed the assignment were very successful. The score is 73% which also includes a few students who did not complete the assessment assignment. Class discussions and group work were helpful in supporting the teaching of concepts. Following up with students who were behind and missing parts of the assignments is important.

Child Development 65  SLO #3  Benchmark achieved
Report: Since the implementation of the modifications from the last assessment, the rubric score has increased from 88% to 91%. The greatest improvement has been in the diagram detail and the writing of the short term and long term goals. The scoring of the assessment tool continues to be challenging for the students. It is a complicated process, and success often requires more practice. Those students who are familiar with the tool have more accuracy with the scoring process. There was also a slight decrease in the quality of the comments, from 93% to 90%. I believe that this represents the lack of experience of the class in using this tool in the workplace. Although the benchmark was achieved in all components, I will continue to strengthen the scoring preparation. This semester I tried to partner those students who had experience with the tool with those who did not. I did not have enough experienced students to work in pairs, so some of the groups were larger than two during the training. I believe that impacted the preparation.

3. Based on the discussion and analysis of your assessment results, what changes have you made or do you plan to make?

As reflected in the individual reports, there are several approaches that are being modified and implemented:

- More intentional use of rubrics to be discussed with students before assignments are due to give students greater ability to self-evaluate and understand expectations more clearly
- Additional use of the CDSRC (Child Development Student Resource Center) to provide tutoring and resources for students working on assignments, group projects, research and the accessing of campus wide resources to support success
- Increased use of peer reviews for assignments before submitting for grading
- Additional use of lecture time, discussions, video clips and online resources to strengthen understanding of concepts being assessed
- Use of examples of completed projects to use as guides
These strategies will be discussed in the large group meeting to be held in February.

4. **Follow up on previous assessments:**

   (1) If this SLO was assessed previously, compare the results with the earlier assessments. Have the recommended changes been implemented?

   **Child Development 2  SLO #3**

   This assignment marked a significant increase in quality from the first assignment of the semester, and also from the SLO assessment of the same assignment last year. The strongest components, and improvements was in the area of presentation, which reflects the written style of the assignment in terms of computer literacy, spelling and grammar. Students who needed assistance with this component were encouraged to obtain tutoring support from the CDSRC (Child Development Student Resource Center), and the support received was reflected in an increase from 81% to 98%! As recommended last year, I spent more time going over the details of the assignment, and showing video clips for group evaluations. This resulted in increases in the students' ability to observe objectively, and to record accurately. (increased scores from 85% - 86%, and from 88% to 95%) The component that actually decreased in success was writing summaries and evaluations. This component dropped from 85% to 80%. I believe that this is a result of changes that I made to the assignment, requiring more specific examples of students' recommendations for enhancing quality of programs. This is a complicated practice for inexperienced early childhood educators.

   **Child Development 11  SLO #1**

   This assignment showed great improvement over previous years, and although the percentage increase on this SLO assessment is only from 90% - 91%, that reflects the random students that were assessed. The class average improved by almost 10%! Each of the three components was strong, with the greatest improvement in the title and cover pages. Students recognized the importance of documenting clear and descriptive information about the agencies and programs collected in the resource file, and carefully recorded contact information, services provided, and resources available for each. This is the information that will be of most benefit to them in the future. I had implemented all the recommendations that I made at the last assessment. The most valuable was the self-checklist that I gave each student before they started the assignment. We then reviewed it the week before the assignment was due so that they were able to actually grade their own resource files before submitting them. There were no surprises. The students were clear about where they earned and lost points. I will continue to provide this self-checklist for the students. This year the CDSRC (Child Development Student Resource Center) had an example of an exemplary resource file for the students to examine as they worked on their own. This provided a guide for their own learning process.

   **Child Development 22  SLO #1**

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discussions as well as individual comments that I wrote to each of them on each weekly journal. These comments and discussions provided clear and detailed guidance as well as provocative questions to encourage reflection. Content: I provide the students with written questions for each weekly journal entry, however sometimes some of the students do not include all questions in their responses. This is sometimes a result of not paying attention to the details, and sometimes students choose to focus on one area rather than all of them. Reflection: This component is stressed consistently throughout the seminar and in the guided questions. Their ability to reflect authentically comes with practice, but it is clear that they have all reached a high level of proficiency. Application: This is sometimes challenging to students who have no previous experience in an early childhood classroom. Again, throughout the semester students gain the ability to consider ways in which they can impact the quality of environment, experiences and relationships in the classroom.

Child Development 65  SLO #3
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(2) How have the findings led to improved student learning and the achievement of the college mission?

The student learning outcome assessments reflect that our students are being successfully prepared for both transfer and the workforce. ("Ensuring that students successfully transfer to four-year institutions, prepare for successful careers in the workplace, and improve their basic skills") Assessment scores are above the department benchmark in almost all areas. The areas that need strengthening are being addressed at both the course level and the program level. At the course level, increased tutoring, resources and use of focused and intentional teaching have provided increased success.

The development and increased usage of our Child Development Student Resource Center has provided support for our students who need the strengthening of basic skills through tutoring, ("Ensuring that students.....improve their basic skills;") and support for those students who are English language learners. We provide tutoring in both English and
Spanish, and are seeking tutoring support in Armenian. ("Providing services and programs that improve the lives of the diverse communities we serve.")*
*quotations from the LAMC College Mission Statement.

5. How have the results of your assessments been shared and discussed among the members of your program? (Provide dates and any minutes of meetings as evidence.)
The two full time faculty members that attended the SLO Summit and developed the program learning outcome assessments and shared the information with the rest of the full time faculty at a departmental meeting. A full meeting is being scheduled where all adjuncts as well as full time faculty members will come together to share program outcomes and assessments. We will then break into smaller cluster groups to discuss course outcomes and assessments. We are making a conscious effort to connect course outcomes to program outcomes, and to understand how each of the courses in the department relates to the comprehensive training and preparation of our students for the workforce. This meeting is being planned for February.

6. How have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)?
We began a process at our advisory committee of addressing student competencies as they relate to workforce needs. Recommendations from advisory members are then reviewed and implemented into course offerings and enhancement. Reports of the implementation of these recommendations are then distributed at the next advisory meeting. In this way community advisory members and faculty are engaging in ongoing discussions about course content, outcomes and workforce needs.

7. What resource requests are planned as a result of the assessments?
There is a consistent recommendation for continued funding and support of our Child Development Student Resource Center. The tutoring and resources provided in this CDSRC are instrumental in supporting student success in our department. There has been ongoing need for additional support and guidance in meeting the needs of our students who are English language learners. A comprehensive review of our philosophy and policies has been initiated. Curriculum redesign based on the outcomes of these discussions and meeting is underway. Computers to access language acquisition programs have been requested.

8. Have the assessment results been posted on the online system?
To date all assessments done this semester have been posted on the online system.