

Course Summary Report

Year: 2019 - 2020 Period: Last 3 Years
 Department: Human Development Discip: CD Course: CD-105
 Tools

Course SLOs

#	SLO Statement	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
1	Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.	80	41	72	177	249	67.30%
2	Identify cultural, economic, political, and historical contexts that impact children's development.	61	17	35	144	179	69.65%
3	Apply knowledge of development and major theoretical frameworks to child observations.	67	34	61	185	246	70.89%

15 Reflection(s)

- SLO #1- Students did meet target percentage for this SLO. This SLO was evaluated based on an observational written assignment on observation #2 paper. Students were provided the guidelines and grading rubric in the beginning of the semester. Students were provided feedback from their first observational written assignment to help with this assignment, a sample of the first observational assignment from a student that scored high on the assignment was posted on CANVUS (student's name not revealed), instructor went over the guidelines and grading rubric numerous occasions during class, instructor open each class with questions regarding the assignments, and instructor answered questions via email and before/after class regarding the assignment. Overall, students did perform well on the assignment which reflected this SLO. However, 5 students did not turn in the assignment which resulted in a F grade but 4 did not return to class a few classes after the drop date. This was the last assignment of the semester but this semester I did allow late papers to be turned in with the standard late assignment rule of automatic 50% off.
- SLO #2- Students did not meet the 70% target for this SLO. This SLO was evaluated based on students exam #2 which consisted on multiple choice and essay questions. Students were provided a study guide a week prior to the exam. Overall, the students that attend class consistency and attended the SI study session prior to the exam performed very well on this exam. However, students that missed class regularly and did not attend the SI study session did not perform as well on the exam. This semester I allowed students to answer more than the assigned essay questions for extra credit. Students were required to answer any 4 essay questions out of the 7 provided. Students could answer additional essay questions for extra credit (each extra credit essay was worth 3 points a piece). By allowing the extra credit opportunity did help many students scores; however, out of the 8

students that did not meet 70% target- 5 students did not take exam #2. This should be considered in not meeting the target score. SLO #3- Students did not meet the target percentage for this SLO but was approaching 70% target. This SLO was evaluated based on exam #1 scores since the focus on the exam was theoretical perspectives from child development. This exam consisted on multiple choice and essay questions. Students were provided a study guide a week prior to the exam. Overall, the students that attend class consistency and attended the SI study session prior to the exam performed very well on this exam. However, students that missed class regularly and did not attend the SI study session did not perform as well on the exam. This semester I allowed students to answer more than the assigned essay questions for extra credit. Students were required to answer any 4 essay questions out of the 7 provided. Students could answer additional essay questions for extra credit (each extra credit essay was worth 3 points a piece). By allowing the extra credit opportunity did help many students scores; however, my action plan in the future is to conduct a review prior to the exam starting and providing extra credit for attending the SI sessions.

(CD-105-20 for 2018SP)

- Targets met at minimum for #2 and #3: Improve outcomes for these SLO's by assisting students with understanding assignments better and getting better completion rates.
(CD-105-15 for 2018SP)
- Using the grades on the two observations for the class gives us insight to how students are meeting SLO #3. Students struggle with including information from the text and lecture to support their conclusions. I will create a handout that provides examples to students to support the instructions I give in class about how to provide references effectively.
(CD-105-25 for 2018SP)
- We fell a bit short of our goal in SLO #1. As a short term, hybrid summer class, there is a lot of information to absorb in a short period of time. It appears we will need to highlight more of the ages and stages information in the summer session. We also need to find an effective way to measure SLO #2 in both the online, face to face and hybrid sections of CD 105.
(CD-105-70 for 2018SM)
- CD 105 has an abundance of facts and information. It appears the online students are not retaining as much of that as the face to face students (SLO #1). We will need to look into creating and posted fact sheets or review quizzes based on the ages and stages information. We were only a small amount below our target for SLO #3 but the online class would benefit from some general referencing information like the face to face classes.
(CD-105-70 for 2018SP)
- It is clear we need to do more preparation for the cumulative final. We have an SI review but a full class review would hopefully help students to recall information from earlier in the semester.
(CD-105-25 for 2017FA)
- This class was definitely an anomaly. The number of students who did not complete assignments or exams was incredibly high. We were not super far below our targets but overall this was not a typical online class.
(CD-105-70 for 2017FA)

- All targets met. Continue applying methods of teaching and assessment. (CD-105-05 for 2018FA)
- Students were successful with regular attendance and completion of coursework. (CD-105-40 for 2018FA)
- This was the first time teaching this course online for Crafton even though instructor has taught multiple online courses at other colleges. Areas that will be improved for the next semester would be creating a video on the observational assignment papers. Instructor did create a personal video for Research Papers since they are typically more challenging which in some aspects help students perform well on these two assignments, plus one activity was mandatory for students to complete to stay enrolled in the class that helps with the observation paper. In the future, a video and an mandatory activity will be included for the observation videos. Additionally, students were required to complete all weekly quizzes, had to complete 8 out of the 16 weekly Chapter Reflections which students were able to pick from (all provided at the beginning of the semester), and had to complete 8 out of the 16 weekly activities (2 were mandatory to stay enrolled in the class). Even though students were provided 3 announcement reminders each week and instructor expressed it was better to get the beginning ones or work ahead to not be stressed at the end of the semester, many students waited until the end to start completing these assignments. Instructor did send a mid of the semester inbox reminding students that they need to start completing these requirements. Some students did not complete the required 8 chapter reflections and/or 8 required activities. In future, instructor will make some of the beginning chapter reflections mandatory prior to the drop date to prevent this issue. Additionally, some students were not performing as expected on Chapter Reflections and Activities so students had the options to revise one of each assignments (some did take this opportunity that were working ahead). Instructor asked some of the elite students to have permission to post their assignment in the announcement to help classmates (would not include their names). This did tend to help some students. Instructor will provide samples in the discussion board for all Chapter Reflections and Activities that once students post into the discussion board will be able to see the samples. A general sample from another class has been provided since the beginning of the semester that instructor asked students to view. However, based on first responses many students did not follow this instruction so instructor will enforce this by creating an activity on this sample. SLO #1- Students did not meet target percentage for this SLO but was approaching. This SLO was evaluated based on an observational written assignment on observation #2 paper. Students were provided the guidelines and grading rubric in the beginning of the semester. Students were provided feedback from their first observational written assignment to help with this assignment, a sample of the first observational assignment from a student that scored high on the assignment was posted on canvas (student's name not revealed), instructor went over the guidelines and grading rubric numerous occasions in announcements. Instructor had a question and answer discussion board for students to help other students on questions (which some did provide great feedback) and instructor responded to emails and inbox questions within. Overall, students did perform well on the assignment but need to make more clear that students are required to cite textbook, powerpoints, or readings into the paper in APA (majority of students did do this). However, 7 students did not turn in the assignment which resulted in a F grade but 3 did not turn in work or signed into the course after the drop date. This

affected reaching the target goal of 70%. This was the last assignment of the semester. SLO #2- Students did meet the 70% target for this SLO. This SLO was evaluated based on students exam #2 which consisted on multiple choices based on chapters 5-10. Students were provided a study guide at the beginning of the semester for the exam and the weekly quiz questions were the majority of the questions on the exam. Overall, the students that completed the weekly chapter reflections, weekly activities and weekly quizzes did perform well on the exam. This exam students were provided 20 multiple questions and had an hour to complete the exam. However, students that missed weekly chapter reflections, weekly activities and weekly quizzes did not perform as well on the exam. One student did not take the exam and stopped turning in work after the drop date. SLO #3- Students did meet the target percentage for this SLO This SLO was evaluated based on exam #1 scores since the focus on the exam was theoretical perspectives from child development. This exam consisted on 20 multiple choices based on chapters 1-4. Students were provided a study guide at the beginning of the semester for the exam and the weekly quiz questions were the majority of the questions on the exam. Overall, the students that completed the weekly chapter reflections, weekly activities and weekly quizzes did perform well on the exam. This exam students were provided 20 multiple questions and had an hour to complete the exam. However, students that missed weekly chapter reflections, weekly activities and weekly quizzes did not perform as well on the exam. All students took the exam due to instructed that if one did not then they would be dropped from the class since it was prior to the drop date.

(CD-105-70 for 2018FA)

- Work to remove scores of '1' by addressing retention in the classroom (CD-105-25 for 2019SP)
- Work to understand reasons for scores of '1' resulting from non-submission of assignments; work with students on causes of non-submission including providing resources to assist with assignment completion; SI sessions were available with this section but were hardly used by students, therefore find additional ways to encourage students to use SI sessions (CD-105-15 for 2019SP)
- This was the second time teaching this course online for Crafton even though instructor has taught multiple online courses at other colleges. Based on previous semester's action plan, instructor did create video on the observational assignment papers and video for Research Papers, did have one activity was mandatory for students to complete to stay enrolled in the class that helps with the observation paper. In the future, a video and an mandatory activity will be included for the observation videos. Additionally, students were required to complete all weekly quizzes, had to complete 8 out of the 16 weekly Chapter Reflections which students were able to pick from (all provided at the beginning of the semester), and had to complete 8 out of the 16 weekly activities (2 were mandatory to stay enrolled in the class). Even though students were provided 3 announcement reminders each week and instructor expressed it was better to get the beginning ones or work ahead to not be stressed at the end of the semester, many students waited until the end to start completing these assignments. Instructor did send a mid of the semester inbox reminding students that they need to start completing these requirements. Some students did not complete the required 8 chapter reflections and/or 8 required activities. The beginning chapter reflections mandatory prior to the drop date to prevent this issue from

previous semester; however this semester had more students to stop turning in work after the drop date. Additionally, some students were not performing as expected on Chapter Reflections and Activities so students had the options to revise two of each assignments (some did take this opportunity that were working ahead). There were samples of every Chapter Reflections and Activity that were posted in the discussion boards for students to observe. There were also samples of Chapter Reflections and Activities that had instructors comments on them in the modules to help students to be successful on the assignments. However, based on first responses many students did not follow this instruction but they were allowed to revise these first assignments, in which some students did and some students did not. This semester had numerous students stop completing work after the drop date, more than the instructor has ever experienced in any class. This semester there were 9 students that obtained an A in the class, 9 students that received a B in the class, 3 students that obtained a C in the course and 8 students that received a F in the course. These 8 students stopped turning in assignments after the drop date.

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SLO #2- Students did not meet the 70% target for this SLO. but was approaching. Previous semester the SLO was evaluated based on students exam #2 but this semester this was evaluated in overall scores of the 8 activities which focused on this SLO. The activities ranged in watching assigned videos and completed responses in the discussion board, creating handouts in selected topics connected to the SLO and respond to other student's handouts, and responding to various assigned questions connected to this SLO. Overall, the students that completed the 8 Activities did perform well, 14 students received an A, 5 students received a B, 3 students received a C and 7 students received F. The 12 students that received the overall grade of an F, 5 did completed many of the activities prior to the drop date but the remaining 7 did not complete many of the activities prior to the drop date. My Action plan is to required students to complete more than 1 Activity prior to the drop date since this may help the lower overall score for this class.

SLO #3- Students did meet the target percentage for this SLO. This SLO was evaluated based on exam #1 scores since the focus on the exam was theoretical perspectives from child development. This exam consisted on 20 multiple choices based on chapters 1-4. Students were provided a study guide at the beginning of the semester for the exam and the weekly quiz questions were the majority of the questions on the

exam. Overall, the students that completed the weekly chapter reflections, weekly activities and weekly quizzes did perform well on the exam. This exam students were provided 20 multiple questions and had an hour to complete the exam and this semester were allowed to complete the quiz multiple times within the hour. This addition did help overall scores. The exam was completed prior to the drop date so this helped students complete it. The 4 students that did not reach the 70% target score, 2 of these students did not complete the exam but they did notify the instructor that they simply missed the due date so the instructor did not drop them. The Exam #1 was required to be completed or students would be dropped. However, these two students did stop completing assignments after the drop date. The Action Plan to help will be the next semester the instructor will enforce the drop policy if a student does not complete the Exam #1 to help prevent students receiving a failing grade at the end of the course. This semester I was behind on grading due to a personal family tragedy but all assignments that were needed to help with the next assignment were graded on time and instructor was quick in responding to questions of students like normal. Instructor did communicate to students the tragedy and when behind on grading.

(CD-105-70 for 2019SP)

- It is essential that students attend regular class sessions, participate and complete course assignments. This will provide several opportunities to increase knowledge of content information and overall grade. Students who did not meet SLO Rubric had excessive absences, did not complete assignments, and communicate even with instructor outreach and support materials and office availability.
(CD-105-50 for 2019FA)
- This was the third time teaching this course online for Crafton even though instructor has taught multiple online courses at other colleges. This class this semester earned the highest amount of failing grades that I have ever provided in my 10+ years of teaching at the college level (9 students earned letter F grades and majority were very low F percentages). These students stop participating after the instructor drop date so could not be dropped by instructor due to lack of participation. Instructor reached out to all 9 students numerous occasions to encourage them to participate in the course and Starfish Flags for inactivity and low threshold for grades were also used. If these 9 students did not apply to the percentage then target goals would be meet since the remaining 21 students did well in the class (lowest was a 74% final grade) Based on previous semester's action plan, instructor did create video on the observational assignment papers and video for Research Papers, did have two activity was mandatory for students to complete to stay enrolled in the class (last semester was one) that helps with the observation paper. Additionally, students were required to complete all weekly quizzes, had to complete 8 out of the 16 weekly Chapter Reflections which students were able to pick from (all provided at the beginning of the semester), and had to complete 8 out of the 16 weekly activities (2 were mandatory to stay enrolled in the class). The students that were participating in the class (20 students) did complete majority of Chapter Reflections and Activities compared to previous semester. Instructor created a video to help students understand the required 8 Chapter Reflections and 8 Activities requirements and included this expectation in the two weekly reminders of items due. Additionally, after week 9, instructor sent individual inbox to every students stating how many the student has completed and how many still needed to complete for the semester.

Additionally, after week 9, instructor included at the end of Chapter Reflection and Activity feedback in how many items (Chapter Reflections and Activities) the student still had to complete by the end of the semester. These strategies really did help encourage students to complete the requirements which was a struggle last semester. The beginning chapter reflections mandatory prior to the drop date to prevent this issue from previous semester; however this semester had more students (even more than last semester) to stop turning in work after the drop date. Additionally, students were performing as expected on Chapter Reflections and Activities than previous semesters (the ones participating). There were samples of every Chapter Reflections and Activity that were posted in the discussion boards for students to observe. There were also samples of Chapter Reflections and Activities that had instructors comments on them in the modules to help students to be successful on the assignments. Videos were also created to help with Chapter Reflections, How to Create a Handout, How to complete discussion board activities. This semester had numerous students stop completing work after the drop date, more than the instructor has ever experienced in any class which was the same as last semester. However, this semester there were 13 students that obtained an A in the class, 3 students that received a B in the class, 5 students that obtained a C in the course and 9 students that received a F in the course. These 9 students stopped turning in assignments after the drop date. So there were improvements in the letter A and B grades earned. SLO #1- Students did not meet target percentage for this SLO. This SLO was evaluated based on an observational written assignment on observation #2 paper. Students were provided the guidelines and grading rubric in the beginning of the semester. This semester, the instructor made a video to help with Observation paper which did seem to help scores. Students were provided feedback from their first observational written assignment to help with this assignment, a sample of the first observational assignment from a student that scored high on the assignment was posted on canvas (student's name not revealed), instructor went over the guidelines and grading rubric numerous occasions in announcements. Instructor had a question and answer discussion board for students to help other students on questions (no one posted in this discussion board the entire semester which is not typical) and instructor responded to emails and inbox questions within. Overall, students that turned in the assignment did perform well on the assignment. A few students need to make more clear that students are require to cite textbook, powerpoints, or readings into the paper in APA (majority of students did do this). However, 9 students did not turn in the assignment which resulted in a F grade. This affected reaching the target goal of 70%. This was the last assignment of the semester. However, 8 students obtained A letter score on this paper, 7 obtained B letter scores, 1 obtained a C letter score and 1 obtained a D letter score (turned in late so took late points off). So students did do better on the assignment which is not reflective of the target percentage since 9 students did not turn in this paper (was due last week of semester). SLO #2- Students did not meet the 70% target for this SLO. Previous semester the SLO was evaluated based on students exam #2 but this semester and last semester this was evaluated in overall scores of the 8 activities which focused on this SLO. The activities ranged in watching assigned videos and completed responses in the discussion board, creating handouts in selected topics connected to the SLO and respond to other student's handouts, and responding to various assigned questions connected to this SLO, Overall, the students that completed the 8 Activities did perform well, 15 students

received an A, 4 students received a B, 1 students received a C, 1 student received a D, and 9 students received F. The 10 students that received the overall grade of an D and F, 9 did completed many of the activities prior to the drop date but after the drop date did not turn in work. Last semesters Action plan was to required students to complete more than 1 Activity prior to the drop date since this may help the lower overall score for this class which this semester did require 2 Activities must be required before the drop date. However, this did not help this group of students. SLO #3- Students did meet the target percentage for this SLO This SLO was evaluated based on exam #1 scores since the focus on the exam was theoretical perspectives from child development. This exam consisted on 20 multiple choices based on chapters 1-4. Students were provided a study guide at the beginning of the semester for the exam and the weekly quiz questions were the majority of the questions on the exam. Overall, the students that completed the weekly chapter reflections, weekly activities and weekly quizzes did perform well on the exam. This exam students were provided 20 multiple questions and had an hour to complete the exam and this semester were allowed to complete the quiz multiple times within the hour. This addition did help overall scores. The exam was completed prior to the drop date so this helped students complete it. The 4 students that did not reach the 70% target score, 4 of these students did not complete the exam but they did notify the instructor that they simply missed the due date so the instructor did not drop them. The Exam #1 was required to be completed or students would be dropped. However, these four students did stop completing assignments after the drop date. Last semester's Action Plan was for the instructor would enforce the drop policy if a student does not complete the Exam #1 to help prevent students receiving a failing grade at the end of the course but instructor did not follow through on this since students did seem to have good intentions to completing the class even though it did not turn out that way. This semester the students that did participated did seem to improve based on all the samples, weekly modules, videos created by instructor, the 2 announcement a week reminder of items, individually connecting to students about how many Chapter Reflections and Activities they had left.

(CD-105-70 for 2019FA)

[15 Section\(s\) Reporting](#)

[16 Section\(s\) Not Reporting](#)