

Program Learning Outcome Summary Report

Year: Period:
 Department: Discip:
 Tools

Program Learning Outcomes

#	Program Learning Outcome Statement	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
1	Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high-quality care and education of young children.	286	134	215	652	867	67.37%
2	Design, implement and evaluate environments and activities that support positive, development, play and learning outcomes for all young children.	21	6	46	113	159	85.48%
3	Apply effective guidance and interaction strategies that support all children's' social learning, identity and self-confidence.	93	48	65	186	251	64.03%
4	Develop strategies that promote partnerships between programs, teachers, families and their communities.	59	16	25	148	173	69.76%
5	Utilize current early childhood assessment tools to evaluate environments and development.	5	3	13	55	68	89.47%
6	N/A						

[31 Reflection\(s\)](#)

- The Fall 2017 CD 250 course did meet the 70% target Overall, students did well on the class. However, there were some issues with students understanding of instructions and grading rubric of the assignment (Personal Belief Paper). Instructor allowed a revision option for students which did help some students score. Additionally, there were some issues with the Guidance Plan Group Project regarding instructions. Some sections of the other assignments' instructions had some issues that will be revised to provide more clarification for future (e.g., indoor and outdoor blueprints must be organized/not handwritten, no blank spaces on parent brochures, staff handbooks need to have visual appeal/color, extra). These items were more detailed from the 2016 CD 250 but additional details need to be add (daily schedule would like two versions: one with detail explanations of the schedule and a second version of the schedule provided on door of classroom) Instructor will also incorporate multiple peer evaluations of group project throughout semester since there were some issues amongst group members regarding participation and communication. This will help catch a potential problem amongst

group members prior to group project's deadline. Instructor requested permission from elite students to make a copy of their work (blacking out student information) to provide a sample for future classes to help visually show instructors expectations of assignments (handbook) Additional Student Learning Objectives: 1. Examine the issues of challenging behaviors (e.g., aggression and bullying) in the classroom and incorporate developmentally-appropriate approaches to manage these situations to promote overall optimum development. Due to the increase of aggression, violent behaviors and bullying behaviors in the classroom then this Student Learning Objective was added. This Student Learning Objective was evaluated based on Role Enactment Activity and Essay Questions on exam. Student Learning Objective was evaluated on Role Enactment Scenarios Activity. In 2016, this activity had students role enact a common issues seen in the classroom (aggression, bullying, and verbal insults amongst children). Students seemed to enjoy this activity but some students did not seem to identify target issues the activity was designed to address. Students worked with a partner and switch as the teacher role to student role. In 2017, Role Enactment Scenarios Activity was a role enactment but had students volunteer in front of the class with a predesigned script that teacher provides for students to act out in front of the class. After each set of students role play then a class group discussion will be held addressing the issues seen (positive and negatives) and what else could be done to address this target area of how to manage these challenging behaviors in a more developmentally-appropriate manner. This seemed to be more effective than 2016 activity. This was also based on exam #2- which some students did struggle but still met the goal of 70% The Challenging Behaviors Role Enactment Scenario Activity did seem to help with the applicable essay question on the final exam. These essay questions provided common challenging issues in the classroom that students needed to address how to manage these situations. Additionally, one of the essay questions had students pick one of the common challenging behaviors of young children (Biting, Teasing, Aggressive Behaviors, Whining and Pestering, and Tattling). Provide two possible Roots of this Challenging Behavior. AND Discuss which of the Four Levels of Crisis would this common challenging behavior be in? AND How would you respond effectively to this challenging behavior? Remember to be specific and provide an example to support your claim. Students overall did address this advanced essay questions impressively but they did struggle with the area of connecting the challenging behavior to the level of crisis. This area will need to be presented in more detail during lecture to help students connect the levels to specific behaviors. 2. Examine the issues of variations of implementation practices in the early child education field between child guidance/developmentally appropriate practice approaches from behavioristic techniques. This Student Learning Objective is added due to the high diversity of implementation variations in the early childhood education field amongst child guidance/developmentally appropriate practice approaches from behavioristic techniques. Many programs that may be deemed high-quality are still providing inappropriate practices in the field. This Student Learning Objective is designed to view the differences, what areas the research supports and the problem that field is facing with implementing research supported practices amongst the common and outdated practices of the field. This Student Learning Objective did not meet the target 70%. This Student Learning Objective was evaluated in multiple ways. First was evaluated in the How to Successfully Implement DAP Activities with children (Role Enactment Activity). This activity had students volunteer to complete

role enactment scenarios in front of the class based on predesigned scenarios addressing how to implement activities (story time, art project, and dramatic play scenario) based on a combination of inappropriate practices and practices based in child guidance/developmentally-appropriate. Students would act out the scenarios and then a group discussion would address the appropriate and inappropriate implementations that they seen. This activity went well by students did address the target areas of concerned and students enjoyed the activity. However, the evaluation of the Guidance Plan Project (sections: Staff handbook, and Critical evaluation) there were some concerns regarding the students proposed implementation in their designed center. Majority of the students did implement appropriate practices but some still used inappropriate techniques that lecture and the How to Successfully Implement DAP Activities with children (Role Enactment Activity) did address specifically. Due to this issue, instructor did go over again the importance of implementing appropriate practices in the field and common things the field is still incorporating in centers. This did seem to help some of the struggling students based on performing better on the essay question addressing this issue. In future, instructor will go over these issues in more details. Additionally, instructor did provide a video that displayed appropriate practices in the field focusing on interactions and activity implementation techniques. However, teacher will seek a video to show some common inappropriate practices in the field which will help students visually see the differences to be more clear.

(CD-250-15 for 2017FA)

- The CD 182 course of Fall 2017, has been revised from Fall 2015 and Fall 2016 courses. The revisions reflected the issues from the Fall 2015 and Fall 2016 courses which included more detail instructions on all assignments and more detail grading rubric of point destinations for all assignments. The CD 182 course of Fall 2017, overall did meet the 70% target rate. However, Student Learning Objective 2: Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development. This Student Learning Objective was determined by the Activity Modification Assignment. This assignment had 2 students not turn the assignment in. Another student did not follow instructions to the point the assignment would be a zero. Therefore, instructor allowed the student to revise the paper with a sample of another student's paper (with permission and marked out the student's name). This student unfortunately still did not follow instructions and failed the assignment. Instructor did revise the assignment instructions (e.g., determining goals and objectives for the assignment), go over instructions more thoroughly in class (e.g., the MOST approach), and provide more samples of similar work to help provide more clarification for the assignments. There were some minor issues on other assignments for this class which instructor will revise the instructions to be more clear, provide specific examples for the assignments and go over instructions more thoroughly in class two weeks prior to assignment due dates (this semester instructor went over assignments a week prior to due dates). Added Student Learning Objectives: 1. Examine the issues of diversity in the classroom and incorporate developmentally-appropriate approaches to manage these situations to promote overall optimum development Based on Diversity Project grades- students did meet the 70% target; however, some additional steps will be taken to increase target evaluation. Previous course in Fall 2015 and Fall 2016, there were some issues in clarity of instructions which were revised to be more clear. Additionally,

instructor requested some of the elite students sections of the project in Fall 2015 and Fall 2016, to use in the future (black out the students names) by posting these samples on blackboard. These samples did seem to help students understand instructors expectations of the project. However, 3 students did not complete the assignment. The project has students pick an area of diversity that they have limit to no experience with that may affect a child (0-8 years old). The project has multiple sections to be completed (e.g., research the area of diversity via scholarly review articles, attending a cultural event and watching a video documentary or reading a book, conducting an interview with someone that is involved with this area of diversity, a written summary of their findings and oral presentation on their findings). Overall, students did perform well on this large project. Some areas that could be improved is the oral presentations. Some students decided to take the point deductions to not present in front of the class due to being too shy. A step to assist in this issue would be to include an option of students may submit a prior recorded 5 minute video of their oral presentation to be played in class. Additionally, possibly breaking down the sections to be due at different times rather than all at once. Additionally, this semester instructor added students to create a persona doll and create a skit as if they were the teacher performing it in the classroom with students. Students enjoyed this section of the project. However, more detail instructions need to be addressed since some students did not follow the vague instructions (wanted to not limit creativity). One student in particular, did not focus on a skit to be presented to a classroom but with her nieces and was inappropriate. 2. Examine the issues of diverse cultural perspectives that teachers and families may encounter in early childhood education and how to promote a dualistic cultural environment. Based on one final essay question and Parent-Teacher Mock Conference Activity. Previously, the essay question on the final exam addressing this Student Learning Objective- List three barriers to communicating effectively with parents that educators may experience. How would you address these barriers? Remember to be specific and provide an example to support your claim. Students did perform well on this essay. However, the question will also be revised or added another section to focus more on cultural differences since many students discusses language issues verses cultural perspectives. This semester, the exam #3 was used to evaluate this SLO. Many students performed well on the exam. However, three students did not take the exam and one student received an 38/60 which is an F. Additionally, this Student Learning Objective was evaluated on Parent-Teacher Mock Conference Activity. Previous, this activity had students role enact a Parent-Teacher Conference with another student discussing issues that may be encountered. Students seemed to enjoy this activity but some students did not seem to identify target issues the activity was designed to address. Fall 2017, Parent-Teacher Mock Conference Activity was a role enactment that had students volunteer in front of the class with a predesigned script that teacher provides for students to act out in front of the class, due to time constraints, only one scenario was presented. In future, would prefer to have multiple scenarios presented and after each set of students role play then a class group discussion will be held addressing the issues seen (positive and negatives) and what else could be done to address this target area of diversity within the families and diverse cultural perspectives.

(CD-182-25 for 2017FA)

- The CD 115 course of Spring 2018 was the first time that I taught this class at Crafton, but I have taught this class at another college numerous times. I have revised some items based on my experience at another college which included providing samples on some assignments, more detail instructions on all assignments and more detail grading rubric of point destinations for all assignments. The CD 115 course of Spring 2018, overall did meet the 70% target rate; however, 3 of the 22 students did not turn in majority of high amount assignments, complete weekly quizzes and weekly activities; therefore, 2 students received a letter grade of F and 1 student received a letter grade of D. The participating students final grades were: 10 students received the letter grade of A, 4 students received the letter grade of B, and 5 students received the letter grade of C. This place 63.6% of the students received an overall grade of 70% or higher. SLO #1 was assessed based on students scores on the Nutritional Group Project. This Project was the end of the semester project that students worked in a group of 3 members. This project required that members of the group worked together in creating a presentation of snack, an activity and reading a book suited for preschool students to the entire class. Additionally students had written requirements of their project of creating a parent letter, a lesson plan, a recipe handout and an analysis/evaluate of their project. Students had to incorporate all elements that they have learned the entire semester (health, safety and nutrition) in an early childhood setting. Students went above and beyond expectations for this assignment. Student's feedback was they really enjoyed this assignment too. Students were able to pick their own group members. The one issue that did occur on this assignment was that some of the groups were struggling to work together. I had to intervene on two groups struggling to work with each other. One of the groups was able to solve the issues but one of the groups were not. Therefore, as stated on the first day of picking group member, I verbally told students that if the group cannot work together collaboratively then the group can decide to ask a member to leave the group. If a member is asked to leave the group then that person must complete the assignment individually. I have never had to enforce this rule in all my 10 years teaching but this class I did have to enforce the rule. The student that was struggling to work with the group was not providing their delegated and agreed to tasks to the group even at the due date. The group came to me numerous times and I spoke to the student verbally and through CANVUS numerous times about the concerns but this did not help. This student was one of the students that would not turn in work to me either. This student was asked to complete the project as an individual in which the student did not complete the project and stated that is was not fair. My action plans in future is to not just verbalize the rule but include the rule on the Group Contract that all students must sign after they have delegated the assignment tasks. SLO #2 was assessed based on students scores on their Playground Safety Paper. This Paper has students observe two preschool's outside playground environment using the Playground Report Card assessment and Title 22 regulations that students evaluate the positive and negative aspects of each environment on safety components that students come up with possible solutions or suggestions (but are instructed to just let me know of these concerns not the preschool centers). This SLO did not meet the 70% target. This SLO should be considered as approaching the 70% target even though 45.5% of the students did not reach 70% on this assignment. Out of the 7 students that did not receive a score of 70% or higher on this assignment; 3 did not turn in the assignment, while the remaining 4 students turned the assignment in late (an

automatic 50% off) and 3 of those 4 that turned the assignment in late only observed at one preschool center not the required two centers. The 3 students stated that they waited to last minute to connect to the second preschool so were not able to observe. Therefore, even though this SLO does not meet the 70% of the target, there are factors that should be considered. My proposed action plan to help with this assignment is to require students to turn in the Director Form (this a form that each director must sign stating the goals of the assignment and that students can and have observed at their center) a week before the assignment is due versus with the assignment at the due date to help students to not procrastinate to secure two preschool centers to observe at. I have provided samples to all parts of this assignment to help. I will be revising the instructions and the grading rubric in more details in my expectations. SLO #3 was accessed based on Health Policy Paper. This Paper has students observe two preschool's Health Policies by observing their daily health checks, isolation area, health policies that parents are provided and Title 22 Health related regulations that students identify, evaluate and analysis the positive and negative aspects of each environment on health components that students come up with possible solutions or suggestions (but are instructed to just let me know of these concerns not the preschool centers). Students were provided samples of former students similar paper. Students were also provided a revision option to this paper since it was the first paper of the semester; however, students were only able to revise if they turn the paper in on time and completed all the required sections of the paper. Many students did revise the paper for higher scores but many students turned the paper in late or missing sections of the paper so were not able to revised. The revision requirements were verbalized in the beginning of class and sent as an announcement in CANVUS; however many of the students that did not qualify for the revision often came to class late so did not hear the verbal instructions. This SLO does have some factors that should be considered why it was not meeting 70% target. Out of the 10 students that did not receive a score of 70% or higher on this assignment, 4 did not turn in the assignment, while the remaining students (4) turned the assignment in late (an automatic 50% off) and 2 of those 6 that turned the assignment did not complete all sections of the assignment so could not revise their paper. Therefore, even though this SLO does not meet the 70% of the target, there are factors that should be considered. My proposed action plan to help with this assignment is to still provide the Key Items Announcement that I send out for all assignments a week prior to the due date but in addition to upload the guidelines, all the samples, and all material related to the assignments so students will have them right in one place and start using modules on CANVUS as I do with my online course. I have provided samples to all parts of this assignment to help. I will be revising the instructions and the grading rubric in more details in my expectations. Added SLO: SLO #4 was accessed based on students scores on their Menu Assignment. This assignment has students create a weekly menu for preschool children based on the CACFP, Food Pyramid, MyPlate, and USDA. Students then write a paper on their menu addressing the proper serving sizes from CACFP, food categories by USDA, reflecting possible allergies, life-styles and cultural relationships to preschool environment. Students were provided samples of former students menu choices and written analysis and evaluation components. Students additionally had an in class activity of critiquing samples of already created menu's prior to the menu assignment due date to help with the assignment. This SLO should be considered as meeting 70% since 5 students out of the 22 students did not receive a score

of 70% or higher on this assignment. Out of these 5 students, 2 did not turn in the assignment, while the remaining 3 students turned the assignment in late (an automatic 50% off) and 2 of those 3 that turned the assignment in late only completed the creating a weekly Menu aspect of the assignment but did not turn in the written requirement (Analysis and Evaluate which is half the points of the assignment). Therefore, even though this SLO does not meet the 70% of the target, there are factors that should be considered. My proposed action plan to help with this assignment is to post the Activity of Critiquing the Menus as a Discussion Board that I will also address in class since the day of the activity there were some students absent (many were the 5 that did not either turn in the assignment, completed the assignment on time, and/or followed directions). I have provided samples to all parts of this assignment to help. I will be revising the instructions and the grading rubric in more details in my expectations. (CD-115-65 for 2018SP)

- 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)
- Targets met but continue to improve retention rates and completion rates for assignments.
(CD-126-20 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)
- Our lab class is generally small since it is the culminating class for our major. Student who reach this level are typically committed to the field and proficient in their work. These were excellent students who completed all SLOs at the highest level.
(CD-205-35 for 2018SP)
- Student taking this class are very interested in becoming teachers. They have a lot of opportunity in the lab portion of the class to meet the SLOs. At this point we can continue to structure the class as we are.
(CD-295-10 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)
- Targets only marginally met for SLO #2 & #3, due to expectations for those with this major. Track student's progress on assignments more to ensure all students complete assignments. Possibly do a survey to find out struggles students face in completing assignments, and find ways to modify instruction/assignments. (CD-126-25 for 2018FA)
- Students were successful with regular attendance and completion of coursework. (CD-105-40 for 2018FA)
- Students who attend class on a regular basis and complete assignments are successful and have a clear understand of course information. Students who did not meet SLO status were frequently absent and failed to communicate with the instructor (i.e., email, phone, canvas, office hours, etc.) (CD-112-20 for 2018FA)
- Students who attend class on a regular basis and complete assignments are successful and have a clear understand of course information. Students communicate and ask questions to obtain addition ideas and feedback from the instructor. (CD-132-30 for 2018FA)
- The Fall 2018 CD 250 course did meet the 70% target Overall, students did well on the class- one student stopped coming after the drop date and I attempted to contact through email and inbox but no response. Instructions to the Personal Belief Paper were revised to be more clear based on Fall 2017 class struggles. However, there were some issues with students understanding of instructions and grading rubric of the assignment (Personal Belief Paper on the personal narrative instructions and needing to cite the textbook, readings or lecture in APA). This issue will be modified for the next semester by being more clear on these requirements. Students did complete this paper overall well so did not need to provide a revision option for students. Additionally, there were some issues with the Guidance Plan Group Project regarding instructions from Fall 2017. Some sections of the other assignments' instructions had some issues that will be revised to provide more clarification for future (e.g., indoor and outdoor blueprints must be organized/not handwritten, no blank spaces on parent brochures, staff handbooks need to have visual appeal/color, extra). The fall 2018 course did clarify these items with more detailed from the 2017 CD 250. However, one group did not complete the daily schedule with two versions: one with detail explanations of the schedule and a second version of the schedule provided on door of classroom. Fall 2019 will need to address this more verbally but the group that did not complete this requirement missed numerous classes; therefore, will make a details canvas announcement on key tips to be successful on this assignment. Instructor did incorporate multiple peer evaluations of group project throughout semester since there were some issues amongst group members regarding participation and communication in 2017. This was conducted by having students create a group contract on who is doing what task and at the end of the project each student had to submit an anonymous evaluation of each group member (including themselves). Overall, this class did well in group projects. Once group lost a member due to student no longer returning to class Instructor requested permission from elite students to make a copy of their work (blacking out student information) to provide a sample for future classes to help visually show instructors expectations of assignments (handbook, indoor/outdoor

blue prints,parent brochure). Exam #2 was not included in the SLO but this was the exam that some students struggled more with than the other two exams. Majority of students did well but three students had a D and one student had an F due to not taking the exam. There can be multiple reasons: The material is a bit harder to conceptualize (theory), the students that did not perform well did miss many classes at this time, and instructor did not have the normal review before the exam that day. Student Learning Objective #1 was evaluated by personal belief paper. Overall, students performed very well on this assignment. An area to improve on this assignment is make it more clear that the students must cite textbook, reading and lectures to connect material to the assignment. This was explained in class but the students that did not attend that class did not follow this requirement. Therefore, even though this was verbalized and stated in instructions then instructor will create a helpful tips announcement on canvas and will create a personal video to help students that are not present or students that did not take notes on this essential information (as I do in Online course). Two students did not complete this assignment which affects the target number which was almost at the target 70% Student learning objective #2 was evaluated by Child Guidance Plan Group Project. Overall this group project was performed well by students. Instructor allowed multiple in class time for groups to collaborate (more than previous semesters) which seemed to be helpful. Instructions were revised based on previous classes struggles which did help. Instructor waited until after the drop date to establish groups due to previous struggles of students dropping the class. However, one student did stop coming to class so instructor provided extra points to that group for missing a member that was in charge of a big piece of the project. Another group did struggle with creating two daily schedules by only providing the one brief schedule that would be placed outside on door. The group did not complete the detailed explanation schedule which instructor did address in written instructions and during class verbally but this group was not present. Therefore, instructor will create a helpful tips announcement for this assignment when approaching due date to help with this issue and will be creating a personal video on the assignment that students can watch at any time. One student stopped attending class after the drop date so did not turn this assignment in. Student Learning objective #3 was evaluated based on Developmental Chart Assignment. The instructions were revised based on previous courses struggles and a sample was created to help students with this assignment. This is the first assignment of the semester that instructor typically provides a revision option; however only two students needed a revision option since the majority of the students performed well on this assignment. These two student's scores did increase but still were a D and an F score. Instructor had revised instructions, went over the assignment multiple times in class. Instructor will revise the instructions a bit more, create a helpful tips announcement approaching the due date, and will create a video on the assignment so students can view at any time. Student learning objective #4 was evaluated by exam #3- in which overall students performed very well on. Instructor decided to complete a mini review before the exam #3 since did not on exam #2 which may have affected scores. Instructor also requires students to complete 5 of the 8 essay questions in which students pick any 5 of the essay questions; however, instructor allowed students to complete more than 5 essays for extra credit. The students that did complete more than 5 essay did perform well on the exam. One student did not complete the exam #3 due to no longer returning to class after

the drop date. Overall, the course met the 70% target.
(CD-250-80 for 2018FA)

- The CD 182 course of Fall 2018, has been revised from Fall 2017, Fall 2016, and Fall 2015 courses. The revisions reflected the issues from the Fall 2017, 2016, and 2015 courses which included more detail instructions on all assignments and more detail grading rubric of point destination for all assignments. Additionally, a change to the course was making the diversity project into a group project. The course started off with 40+ students which would have been hard to accomplish all course material and for each student to conduct a 5-7 minute presentation. Therefore, instructor asked students if they would like to work in groups on the presentation and persona doll based on grouping students based on similar topics. Students voted to conduct the presentation and persona doll as a group. Students still had to complete the research component on their own and still create their own diversity folder. Students come together as a group to decide what material would be used in the powerpoint presentation that they presented to the class. Students had the option for the students that tend to be more shy work on creating the powerpoint and not present. Additionally, students had the option to use video in the persona doll skits, which many student did do this in a impressive manner. The student that was more shy tend to do the recording of the video. Overall, the group project was conducted well. This will be used in future classes due to importance of collaborating in the field. Since this was the first course to conduct this assignment as a group then the instructions need to be more clear. Instructor will take successful aspects from other courses that have group projects assigned. The CD 182 course of Fall 2018, overall did meet the 70% target rate. Student Learning Objective #3 was determined by the Racial Privileges and Racial Oppression Video Paper. Overall, students did perform well on this assignment. Instructions were modified based on previous course struggles, the grading rubric and point distribution was changed, and verbal instructions were provided in class. Instructor will revised instructions again, asked an elite student for a sample of this assignment and will create a video for students to watch at their own time. This was the first assignment for the class so some students struggled with APA items even with a sample, cheat sheet notes, verbalized and written instructions. Instructor assigns students to attend an APA workshop for the class but students have until the end of the semester to do this. In future, considering to make the due date before the first assignment. One student did not turn the assignment in and another turned the assignment in late so late points are an automatic 50% off. Student Learning Objective 2 was determined by Activity Modification Paper, based on previous semester struggles the instructor did revise the assignment instructions (e.g., determining goals and objectives for the assignment), go over instructions more thoroughly in class (e.g., the MOST approach), and provide more samples of similar work to help provide more clarification for the assignments. However, three students did not turn this assignment in. One student stopped attending the class and another missed many classes after the drop date. Even with three students not completing the assignment the target goal of 70% was completed but barely. Additional samples were asked from two elite students for this assignment. Instructions need to be more clear regarding specifically explaining thoughts and examples of modifications of MOST approach. Majority of students did well on this but some students did not. Therefore, instructor will make clarification on written instructions, verbalize in class (which did but many students at this point of the semester

were often missing class for being sick), instructor will create a helpful tips announcement approaching the due date and will create a video on the assignment to help students at anytime. Student learning objective #3 was determine by exam #3. Overall students performed exceptionally well on the exam. One student did not take the exam since no longer attended class and another that missed numerous classes after the drop date received a D. The exam did have a mini review session before students took the exam, students had a requirement to complete 5 essay questions out of the 8 provided in which student were able to pick the 5 questions, and students were provided the option to obtain extra credit points by completing more than 5 essay questions in which students that did take this opportunity increased their scores.

(CD-182-20 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)
- Continue successful efforts that have been working to help students meet learning objectives.
(CD-126-20 for 2019SP)
- Registered students who attended class on a regular basis and completed written assignments were successful with meeting all required targets for the semester. Students who had excessive absences and did not complete required volunteer hours for the course were unable to pass the course. It is essential that registered students attend class and complete assignments required for the course.
(CD-295-10 for 2019SP)

- The CD 115 course of Spring 2019 was the second time that I taught this class at Crafton, but I have taught this class at another college numerous times. I have revised some items based on my experience at another college which included providing samples on some assignments, more detail instructions on all assignments and more detail grading rubric of point distributions for all assignments. The CD 115 course of Spring 2019, overall did meet the 70% target rate; however, 1 of the 27 students did not turn in majority of high amount assignments, complete weekly quizzes and weekly activities, and stopped attending class after the drop date; therefore, 1 student received a letter grade of F. The participating students final grades were: 14 students received the letter grade of A, 8 students received the letter grade of B, and 6 students received the letter grade of C. This place 75.9% of the students received an overall grade of 70% or higher. SLO #1 was assessed based on students scores on the Nutritional Group Project. This Project was the end of the semester project that students worked in a group of 3 members. This project required that members of the group worked together in creating a presentation of snack, an activity and reading a book suited for preschool students to the entire class. Additionally students had written requirements of their project of creating a parent letter, a lesson plan, a recipe handout and an analysis/evaluate of their project. Students had to incorporate all elements that they have learned the entire semester (health, safety and nutrition) in an early childhood setting. Students went above and beyond expectations for this assignment. Student's feedback was they really enjoyed this assignment too. Students were able to pick their own group members. The one issue that did occur on this assignment was that some of the groups were struggling to work together- more than I have experienced throughout teaching. I had to intervene on three groups struggling to work with each other. Two of the groups was able to solve the issues but one of the groups were not. Therefore, as stated on the first day of picking group member and on their guidelines of the assignment that if the group cannot work together collaboratively then the group can decide to ask a member to leave the group. If a member is asked to leave the group then that person must complete the assignment individually. I have only had to enforce this rule last semester in this class but prior to that never in all my 10 years teaching. The student that was struggling to work with the group was not providing their delegated and agreed to tasks to the group even at the due date. The group came to me numerous times and seemed to work it out but on the day of the presentation two of the members got into a verbal disagreement prior to class. I spoke to the group all individually to find out the issues and most were due to not effectively communicating with each other and not agreeing on ideas for the project. They presented the first day but still had an argument the second day of presentations when they were done with the project. I spoke to them all again individually and told them that they can address the Director if needed but they did not want to. SLO #2 was assessed based on students scores on their Playground Safety Paper. This Paper has students observe two preschool's outside playground environment using the Playground Report Card assessment and Title 22 regulations that students evaluate the positive and negative aspects of each environment on safety components that students come up with possible solutions or suggestions (but are instructed to just let me know of these concerns not the preschool centers). This SLO did not meet the 70% target. This SLO should be considered as approaching the 70% target even though 65.5% of the students did not reach 70% on this assignment. Out of the 8 students that did not receive a score of 70% or higher on this

assignment; 3 did not turn in the assignment, while the remaining 4 students turned the assignment in late (an automatic 50% off) . The 3 students stated that they waited to last minute to connect to the second preschool so were not able to observe. Therefore, even though this SLO does not meet the 70% of the target, there are factors that should be considered. Based on last years, proposed action plan to help with this assignment is to require students to turn in the Director Form (this a form that each director must sign stating the goals of the assignment and that students can and have observed at their center) a week before the assignment is due versus with the assignment at the due date to help students to not procrastinate to secure two preschool centers to observe at which I did do but many students forgot it so I allowed them to turn them in late. I have provided samples to all parts of this assignment to help.I revised the instructions, provided additional samples, went over the assignment in length during class and created numerous videos to help with the assignments. The students that did not receive above 70% were not present in class and admitted to not watching the videos or review the samples. My Action Plan next year is to have the students take a short quiz on the videos and samples to possibly entice them more to access them. SLO #3 was accessed based on Health Policy Paper. This Paper has students observe two preschool's Health Policies by observing their daily health checks, isolation area, health policies that parents are provided and Title 22 Health related regulations that students identify, evaluate and analysis the positive and negative aspects of each environment on health components that students come up with possible solutions or suggestions (but are instructed to just let me know of these concerns not the preschool centers). Students were provided samples of former students similar paper. Students were also provided a revision option to this paper since it was the first paper of the semester; however, students were able to revise the paper. Many students did not revise the paper for higher scores. The revision requirements were verbalized in the beginning of class and sent as an announcement in canvas however many of the students did not choose to revise the paper. This SLO does have some factors that should be considered why it was not meeting 70% target. Out of the 7 students that did not receive a score of 70% or higher on this assignment, 2 did not turn in the assignment, while the remaining students (4) turned the assignment in late (an automatic 50% off) and 4 of those 7 that turned the assignment did not complete all sections of the assignment so could not revise their paper. Therefore, even though this SLO does not meet the 70% of the target, there are factors that should be considered. Based on last year's proposed action plan to help with this assignment, I provided the Key Items Announcement that I send out for all assignments a week prior to the due date but in addition to upload the guidelines, all the samples, all material related to the assignments, and created numerous videos to help students. I additionally, created a module with al the information in one place to help students access the material more effectively. I revised the instructions, created a grading rubric in more details in my expectations, added more sample material and created videos to help students with the assignment. Many students that score less than 70% admitted to not using or view the material or videos. Added SLO: SLO #4 was accessed based on students scores on their Menu Assignment. This assignment has students create a weekly menu for preschool children based on the CACFP, Food Pyramid, MyPlate, and USDA. Students then write a paper on their menu addressing the proper serving sizes from CACFP, food categories by USDA, reflecting possible allergies, life-styles and cultural relationships to preschool

environment. Students were provided samples of former students menu choices and written analysis and evaluation components. Students additionally had an in class activity of critiquing samples of already created menu's prior to the menu assignment due date to help with the assignment. This SLO did not meet the target 70% since 4 students out of the 29 students did not receive a score of 70% or higher on this assignment. Out of these 4 students, 2 did not turn in the assignment. Therefore, even though this SLO does not meet the 70% of the target, there are factors that should be considered. Based on previous year's proposed action plan to help with this assignment, I posted the Activity of Critiquing the Menus as a Discussion Board that I will also address in class since last year the day of the activity there were some students absent. I even posted the correct responses on an announcement to help the students that did not complete it.. I have provided additional samples to all parts of this assignment to help. I revised the instructions and the grading rubric in more details in my expectations, created a helpful tips announcement, and created videos to help with the assignment. Students that scores less than 70% admitted to not using these resources or did not turn the assignment in at all.

(CD-115-65 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 twp 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. 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. 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 required to cite textbook, powerpoints, or readings into the paper in APA (majority of students did do this). However, 12 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. 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.

3 Section(s)

- 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 met 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 student 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 required 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)

- The CD 182 course of Fall 2019, has been revised from Fall 2018, Fall 2017, Fall 2016, and Fall 2015 courses. This semester the instructor revised the guidelines/instructions on all assignments with more details in expectations and more detail grading rubric of point distribution for all assignments. Additionally, last semester started the diversity project into a group project which there were some issues from last semester on clarity in how to perform the assignment as a group with distributing the work evenly among students in the group. This semester the instructor only allowed up to four students in a group to help keep a balance. Additionally, groups were determined off of students diversity introductions stating what topic they would like to investigate for the semester and instructor created groups off similar interests. This did work well, only two groups were group on broader similarities. Students conduct the paper, presentation and persona doll as a group. Last year, students complete the research component on their own but this year was divided up among the group- students stated they preferred this. Students come together as a group to decide what material would be used in the powerpoint presentation that they presented to the class. Students had the option for the students that tend to be more shy work on creating the powerpoint and not present. Additionally, students had the option to use video in the persona doll skits, which many student did do this in a impressive manner. The student that was more shy tend to do the recording of the video. Overall, the group project was conducted very well this semester. This will be used in future classes due to importance of collaborating in the field. The instructions were more clear this year, work was more balanced among the group, a video from last semester was used as a sample, groups worked well together this semester rather than previous classes. The CD 182 course of Fall 2018, overall did meet the 70% target rate. Student Learning Objective #1 was determined by the Racial Privileges and Racial Oppression Video Paper. Overall, students did perform well on this assignment. Instructions were modified based on previous course struggles, the grading rubric and point distribution was changed, and verbal instructions were provided in class. Instructor did revised

instructions again but decided to not provided an elite student's paper from previous year due to the sensitive and personal reflection of this paper, and instructor intended to create a video for students to watch at their own time but this did not happen. This was the first assignment for the class so some students struggled with APA items even with a sample, cheat sheet notes, verbalized and written instructions. Instructor assigns students to attend an APA workshop for the class but students have until the end of the semester to do this. The instructor did provide a cheat sheet of APA that was handout in class and posted in canvas, previous semester just on canvas. Additionally, instructor placed samples in the announcement to help. Last years suggestion was to considering to make the due date before the first assignment but this was not done. The Action Plan is to create an APA quiz in the beginning of the semester to help with this- instructor has recently tried this in another class and it has been helping. Three students did not turn this paper in. These three students to intend to complete the paper but all three stopped participating in the course after the drop date. All three communicated with instructor of the numerous personal issues that they were facing. Instructor provided each specific resources and agencies to help the students but not sure if they used them since they stopped attending class. Student Learning Objective 2 was determined by Activity Modification Paper, based on previous semester struggles the instructor did revise the assignment instructions (e.g., determining goals and objectives for the assignment), go over instructions more thoroughly in class (e.g., the MOST approach), and provide more samples of similar work to help provide more clarification for the assignments. However, three students did not turn this assignment in since stopped attending the class. One student decided to not complete the paper even when provided an additional extension. Even with three students not completing the assignment the target goal of 70% was almost completed. Based on last action plan, a sample was provided this semester from an previous students. Additionally, the instructions and grading rubrics were revised for more clarity. Majority of students did well on this but some students did not- three students were provided a revision option which they did and obtained B scores. Instructor did revise instructions, revised grading rubric, provided a sample from previous student, created a helpful tips announcement to help students. However, instructor did not complete a video on the assignment as intended- this is the action plan for future. Student learning objective #3 was determine by exam #3. Overall students performed exceptionally well on the exam. Three students did not take the exam since no longer attended class. The exam did have a mini review session before students took the exam, students had a requirement to complete 5 essay questions out of the 8 provided in which student were able to pick the 5 questions, and students were provided the option to obtain extra credit points by completing more than 5 essay questions in which students that did take this opportunity increased their scores. This semester did add weekly activities on canvas that have not had in past semesters but they did seem to help exam scores and on assignments. Action Plans are to make videos on the assignments and have an APA quiz the first two weeks of the course.

(CD-182-25 for 2019FA)

- The Fall 2019 CD 250 course did meet the 70% target- The final grades were 9 students obtained A letter scores, 3 students obtained B letter scores and 1 student obtained an F letter score. The student that obtained missed numerous assignments, exams and classes but when provided opportunity to make items up did not complete them. Overall,

students did well on the class besides the one mentioned above. Instructions to the Personal Belief Paper were revised to be more clear based on previous course struggles. The Action Plan from last year was implemented by modified the instructions and grading rubric to be more clear and more detailed in the point distributions. Students did complete this paper overall well and did not need a revision option like previous courses. Additionally, the Action Plan of the Guidance Plan Group Project regarding instructions of provide more clarification for future (e.g., indoor and outdoor blueprints must be organized/not handwritten, no blank spaces on parent brochures, staff handbooks need to have visual appeal/color, extra) were implemented in this course. This class was provided more in class time to work on projects than last year which did seem to help since instructor would walk around and check in with each group. However, one group did have some issues since one of the group member (one mentioned above) was not communicating with group, not completing tasks until last minuted that group expressed concerns so instructor met with the group members individually to hear all sides of the issues and then with the entire group. After this meeting the group did seem to collaborate more effectively. not complete the daily schedule with two versions: one with detail explanations of the schedule and a second version of the schedule provided on door of classroom. Fall 2019 will need to address this more verbally but the group that did not complete this requirement missed numerous classes; therefore, will make a details canvas announcement on key tips to be successful on this assignment. Instructor requested permission from elite students to make a copy of their work (blacking out student information) to provide a sample for future classes to help visually show instructors expectations of assignments (handbook, indoor/outdoor blue prints,parent brochure) which did seem to help this years group. Exam #3 was not completed due to the campus being closed for the generator issues. Student Learning Objective #1 was evaluated by personal belief paper. Overall, students performed very well on this assignment. An area to improve on this assignment is make it more clear that the students must cite textbook, reading and lectures to connect material to the assignment. This was explained in class. This year, instructor provided a handout in class on how to cite in APA which seemed to help. Instructor create a helpful tips announcement on canvas as action plan stated from last year. However, instructor did not create a personal video to help students that are not present or students that did not take notes on this essential information (as I do in Online course) which is this years Action Plan for next year. One student did not complete this assignment (one mentioned above) Student learning objective #2 was evaluated by Child Guidance Plan Group Project. Overall this group project was performed well by students. Instructor allowed multiple in class time for groups to collaborate (more than previous semesters) which seemed to be helpful. Instructions were revised based on previous classes struggles which did help. Instructor waited until after the drop date to establish groups due to previous struggles of students dropping the class. However, one group struggled a bit so a meeting was conducted (as stated above). Instructor did create a helpful tips announcement for this assignment when approaching due date to help with this issue, provided samples from previous students, had more in class meeting time where the instructor went to each group to see their thoughts and/or work to help (seemed to help a great deal- previous years did not meet as much in class and instructor would sit in the room waiting for students to ask questions). Action Plan is to create a personal video on the assignment that students can watch at any

time. Student Learning objective #3 was evaluated based on Developmental Chart Assignment. The instructions were revised based on previous courses struggles and a sample was created to help students with this assignment. This is the first assignment of the semester that instructor typically provides a revision option; however only three students needed a revision option since the majority of the students performed well on this assignment. These two student's scores did increase to C scores. Instructor did revise instructions, created a helpful tips announcement, went over the assignment multiple times in class and created a more detailed grading rubric with more specific point distribution. The action plan is to create a video on the assignment so students can view at any time. Student learning objective #4 was usually evaluated by exam #3- but since campus was closed that day the SLO #4 was determined by the average scores of the 13 Activities completed (creating handouts, watching videos and responding in discussion board, in class activities, extra). Some activities were completed in class and others on Canvas which required other students to view and respond to classmate's posts or items posted. Students did do overall well on the activities (9 students obtained A scores, 2 obtained C scores and 2 F scores). The ones that obtained C and F scores either did not complete items on canvas or were missing class or combination of both. Instructor did provide reminder announcements (2 a week for items), provided samples of activities from previous students, did create personal videos to help students, and did remind students when in class activities would be held. The issues with this SLO was more students not coming to class or completing the activities- students that did complete the activities did very well. Overall, the course met the 70% target.
(CD-250-45 for 2019FA)

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