

Child and Family Education PLO 2

2: Measure Review Title **Measurement of PLO #2** Associated objectives (0:2) Status **(Final)**

Description Students will be assessed through the learning plan projects required in both CFE 201 and 202. [\[Preview Formatting\]](#)

Measure Type Code and Description

Source of Evidence: Project - Project, either individual or group

Associated Documents Activate Cycle

Established in Cycle: 2010-2011

Active Through

Active Through: Keep Active

Data Entry Complete

Entry Status: Final

approval date / by approval comments Last update

Last Updated By: Melanie Parker on 3/7/2012

Created By

Established By: Melanie Parker on 5/2/2011

Edit button Measure Approval Associated Objectives

Achievement Targets and Findings:

2: PLO #2

Target Performance

▼ **Achievement Target (Final)** [\[Preview Formatting\]](#)

75% of CFE 201 students will score 75% or above on the learning plan assignment. 90% of CFE 202 students will score 75% or above on the Learning Plan assignment. Grading rubrics are posted in the CFE PLO Document Repository.

Established in Cycle: 2010-2011

Active Through: Keep Active

Last Updated by Melanie Parker on 5/2/2011

Established by Melanie Parker on 5/2/2011

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Findings

Findings:

2014-2015 ▼ **Assessment Summary / Findings**

Achievement Target: **Partially Met**

Spring 2015- 13 of 15 CFE 201 students met this criteria, a success rate of 86%. 15 of 17 CFE 202 students met this criteria, a success rate of 83%. [\[Preview Formatting\]](#)

Established by Melanie Parker on 6/17/2015

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2013-2014 ▼ **Assessment Summary / Findings**

Achievement Target: **Partially Met**

CFE 201: 9 of 11 students scored 75% or above on the Learning Plan assignment, a success

rate of 81%. CFE 202: 14 of 18 students scored 75% or above on the Learning Plan assignment, a success rate of 78%. Analysis: The main issue identified in lack of success on the Learning Plan assignment was student's difficulty in assessing children's learning and in providing clear and complete documentation of children's learning. [\[Preview Formatting\]](#)
Last Updated by Melanie Parker on 3/31/2015 **Established** by Melanie Parker on 6/5/2014

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Spring 2013 ▼ **Assessment Summary / Findings**

Achievement Target: **Partially Met**

CFE 201: 14 of 16 students scored 75% or above, a success rate of 87%. Success target was met. CFE 202: 18 of 22 students scored 75% or above, a success rate of 81%. Success target was not met. [\[Preview Formatting\]](#)

Last Updated by Melanie Parker on 6/6/2013 **Established** by Melanie Parker on 6/3/2013

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Fall 2012 ▼ **Assessment Summary / Findings**

Achievement Target: **Met**

12 of 14 CFE 201 students scored 75% or above on the Learning Plan assignment; a success rate of 85%. CFE 202 was not taught this semester. [\[Preview Formatting\]](#)

Last Updated by Melanie Parker on 12/12/2012 **Established** by Melanie Parker on 12/12/2012

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Spring 2012 ▼ **Assessment Summary / Findings**

Achievement Target: **Met**

Spring 2012: 9 out of 12 CFE 201 students scored 75% or above on the Learning Plan assignment; a success rate of 75%. 18 out of 20 CFE 202 students scored 75% or above on the Learning Plan assignment; a success rate of 90%. [\[Preview Formatting\]](#)

Last Updated by Melanie Parker on 6/5/2012 **Established** by Melanie Parker on 6/5/2012

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Fall 2011 ▼ **Assessment Summary / Findings**

Achievement Target: **Met**

Fall 2011- 85% of CFE 201 students scored 75% or above on the Learning Plan assignment. [\[Preview Formatting\]](#)

Established by Melanie Parker on 2/13/2012

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2010-2011 ▼ **Assessment Summary / Findings**

Achievement Target: **Not Met**

CFE 201 Results Fall 2010: 10 of 13 students scored 75% or above on the learning Plan assignment. Success rate of: 76% Spring 2011: 11 out of 17 students scored 75% or above on the Learning Plan assignment. Success rate of: 64% Aggregate for 2010-2011: 70% CFE 202 Results Fall 2010: Spring 2011: Aggregate for 2010-2011: [\[Preview Formatting\]](#)

Last Updated by Melanie Parker on 6/13/2011 **Established** by Melanie Parker on 6/9/2011

Action Plans

Related Action Plan(s)

[Action plan for PLO #2-CFE 201 Learning Plan Project Spring 2012](#)

Description: Phase 1: A different collaborative approach to this project began in Spring 2011. Students self-selected membership in a work group of 3 to 4 students. These students introduced the project in their respective fieldwork sites using the same groups of raw materials. Rather than exclusively using clay as had been done in previous semesters, students were divided into exploration groups such as: Recyclables, 3D Construction, Paper and Cardboard, Natural Materials, Drawing and Painting, Fabric and Textiles, or Light and Color. Opportunities to brainstorm, add new materials, analyze documentation data from the project, etc. were supported and encouraged in class. Handouts that provided specific direction and open-ended exploration questions were posted on myAVC throughout the semester. It was expected that increased direction from the course instructor as well as more collaborative work within groups would increase student success in this project. Spring 2012- Prior to Fall 2011, all students used clay as the medium and basis for developing learning plans. Students viewed the video "I Am Clay" in class and had the opportunity to explore the use of clay in the practicum classroom before bringing the experience to their fieldwork sites. This provided the opportunity for course instructors to model the use of documentation techniques specifically related to clay and may have supported greater student understanding of the principles involved in designing and implementing a learning plan. When fewer variables are involved in learning new techniques, there may be greater success. Since the new multi-materials approach began in Fall 2011 students seemed to struggle more with the planning and implementation of Learning Plans. While the scope of the plans have been broader and projects more varied, it is possible that returning to the single medium clay-based approach will strengthen student understanding. Phase 2: Re-evaluate going back to clay as the medium used by all CFE 201 students. (Final) [Preview Formatting]

Implementation Status: Planned

Priority: Medium

Relationships:

Measure: Measurement of PLO #2 | Outcomes: PLO #2

Implementation Description: Post handouts on myAVC and provide opportunities for collaborative work groups in class. Re-evaluate during Spring 2012 and make a decision regarding Fall 2012 at end of Spring 2012.

Projected Completion Date: 5/31/2012

Responsible Party: Course Instructor

Additional Resources: No resources that require additional budget are needed for Phase 1. If it is determined clay should be used as the project medium during or at the conclusion of Spring 2012, a budget request will be made.

Budget Requested: \$700 (recurring)

[Revise assignment criteria and collaborative questions in CFE 201 Spring 2012](#)

Description: Based upon evidence that students' weakest area was in the completion of appropriate documentation of children's learning, practicum instructors revised criteria for the assignment as well as questions used in collaborative discussion leading up to the assignment's completion. Observation indicated students tended to rely on far too many photographs as evidence of learning, without

comprehensive narrative explaining the significance of the photographs. Use of numerous photographs also may have contributed to the fact that students were observed to use other forms of documentation in a less comprehensive or effective way. Re-evaluate end of Spring 2012. (Final) [Preview Formatting]

Implementation Status: Finished

Priority: High

Relationships:

Measure: Measurement of PLO #2 | Outcomes: PLO #2

Implementation Description: Provide revised assignment criteria and use revised questions in class collaboration sessions.

Projected Completion Date: 5/31/2012

Responsible Party: Course Instructors

[Update of Learning Plan Format and Documentation Spring 2012](#)

Description: Based upon anecdotal observation, evaluation, and discussion of the learning plans by department faculty, students, and mentor teachers, the following changes are suggested: 1- Re-focus use of photographs as a documentation tool to include only photographs that are supported by comments and explanations which indicate specific learning observed. Emphasize the use of photographs as a tool for re-visiting project investigation with the children. 2- Change focus in CFE 201 from a materials-based approach to a theme-based approach. Course instructor will provide several possible topics of exploration and investigation at the beginning of the semester. After brain-storming ideas and possible directions, students will work in small groups to pursue a topic together. Clay will be integrated into all topics as a "language" of representation. Students will continue to pursue representation of children's learning through multiple means of representation and assessment. 3- Students will begin exploration of clay as a tool for representation in both CFE 105 and 106 as a foundation for practicum courses. 4- Multiple students will be assigned to work in the same classroom with the same groups of children. They will pursue the same topic at multiple points during the week and will communicate with each other through journal entries written at the end of each fieldwork session. 5- Students will keep an on-going "cycle of inquiry" in the classroom and will document the scope and sequence of the investigation through regular entries to the cycle. 6- Students will keep an on-going KWL Chart and Investigation Map in the classroom and will update the entries weekly. 7- Students will write specific content area objectives for the project, using Bloom's Taxonomy verbs. (Final) [Preview Formatting]

Implementation Status: Planned

Priority: High

Relationships:

Measure: Measurement of PLO #2 | Outcomes: PLO #2

Implementation Description: Course Learning Plan formats will be revised to reflect the changes noted above. Students will cooperatively create the Cycles of Inquiry, KWL Charts, and Investigation Maps used in their respective classrooms.

Projected Completion Date: 12/6/2012

Responsible Party: CFE 201 Instructor

Additional Resources: Magic Mud Clay (NASCO)

Budget Requested: \$700 (recurring)

[PLO #2 Fall 2012](#)

Description: Assessment of PLO #2 indicated that when developing learning plans for children, students struggled most with understanding the use of multiple materials to document children's learning. Instructors revised criteria for the assignment to encourage greater exploration and use of multiple materials used to provide evidence of learning. Questions used in collaborative discussion leading to the assignment's culmination were reviewed and revised. Additional information derived from instructor's evaluation of the student's learning plans indicated that using a "common language of learning" might support greater success in using multiple materials for documentation. Based upon previous action plans and documented in the Fall 2012 annual Program Review, clay was purchased with Proposition 20 funding and is now being used in practicum coursework. All learning plans completed during fall and spring 2013 will require the use of clay as one form of documentation. (Final) [Preview Formatting]

Implementation Status: Planned

Priority: High

Relationships:

Measure: Measurement of PLO #2 | Outcomes: PLO #2

Implementation Description: Practicum instructors will review assessment of learning plans, using the revised rubric, and evaluate the action plan's effectiveness.

Projected Completion Date: 1/9/2014

Responsible Party: Practicum Instructors

[Faculty Position plus Program Analysis Fall 2014/Faculty Planning Retreat 2013-2014](#)

Description: After reviewing data from the 2013-2014 academic cycle, the following issues were observed and discussed by department faculty: In most courses, SLOs were successfully met. The exception seems to be CFE 114; a separate action plan will be written for that course. Students were also largely successful in meeting program learning outcomes. After discussion at the CFE department meeting held September 22, 2014, and in both face to face and emailed discussion after the meeting, instructors agreed upon the following needs: 1- Per dean's suggestion and review of issues related to re-organization and integration of the CFE and ED programs, the need to seek a 50% CFE/50% ED fulltime faculty position is apparent. ED has had no full time faculty in recent history and due to growth in the CFE department and projected growth in employment in both early childhood and education-related areas, the department recommends moving forward with the full time faculty position. This faculty member could be based in Palmdale, promoting increased CFE presence on that campus and establishment of ED courses in Palmdale. The faculty position would also facilitate integration of ED into CFE and related program development and revision. See ED and CFE Fall 2014 Program Review Annual Updates for specific information. 2- SLOs and achievement targets should be reviewed for each course. Faculty need to review priorities for student learning in conjunction with the Ethical Code of Conduct Core Values established by the National Association for Young Children (NAEYC) and the objectives established for each course. 3- Faculty agree that students need additional training in writing child observations and that alternative methods of practice and observation, such as the acquisition and use of electronic observation resources would be beneficial. Observations are required in most courses taught in the department. When SLOs are reviewed, faculty will discuss how to capture data needed to assess student success in using several specific child observation strategies. 4- Faculty have also identified that students require more training in applying data gained from child observations to the planning and implementation of children's learning plans in the following curriculum courses: CFE 104, 105, 106, 114, 201, and 202. A

departmental retreat/faculty meeting will be planned for early 2015, giving faculty an extended time to discuss, analyze, and revise data and SLOs for the department and to discuss incorporation/integration on CFE and ED programs. (Final) [Preview Formatting]

Implementation Status: Planned

Priority: High

Relationships:

Measure: Measurement of PLO #1 | Outcomes: PLO #1

Measure: Measurement of PLO #2 | Outcomes: PLO #2

Measure: Measurement of PLO #3 | Outcomes: PLO #3

Measure: Measurement of PLO #4 | Outcomes: PLO #4

Measure: Measurement of PLO #5 | Outcomes: PLO #5

Implementation Description: Pursue a fulltime faculty position; 50% ED and 50% CFE. Additionally, plan and facilitate a departmental retreat/meeting for the purpose of program evaluation, analysis, and planning.

Projected Completion Date: 3/30/2015

Responsible Party: Ande Sanders/Dr. Tom O'Neil- CFE/ED 50/50 full time faculty position Abde Sanders/CFE Faculty- Winter 2015 Planning Retreat

Additional Resources: Budget needed for full time faculty position. This will be a recurring expense due to the position being fulltime/tenure track. Job description needs to be written for 50/50 position.

Budget Requested: \$73057 (recurring)

[Action plan Fall 2016 2014-2015](#)

Description: In relation to Action Plan needs identified in Spring 2015, a request for one full time faculty position has been submitted. Rationale: This supports the campus intention to offer the full CFE degree and certificate course sequence at both the main campus and Palmdale Center. This will necessitate a full time faculty position dedicated to Palmdale Center in order to provide continuity and supervision of the program, and especially facilitation and supervision of CFE 201 and 202, the practicum fieldwork courses. Additionally, due to state requirements that will require credentialed elementary school teachers teaching Transitional Kindergarten to obtain additional college units in early childhood education, enrollment in CFE courses is projected to increase within the next two years. The CFE Department is currently considering the addition of a certificate program specifically designed to capture the CFE units these teachers will be required to complete. (Final) [Preview Formatting]

Implementation Status: Planned

Priority: High

Relationships:

Measure: Measurement of PLO #1 | Outcomes: PLO #1

Measure: Measurement of PLO #2 | Outcomes: PLO #2

Measure: Measurement of PLO #3 | Outcomes: PLO #3

Measure: Measurement of PLO #4 | Outcomes: PLO #4

Measure: Measurement of PLO #5 | Outcomes: PLO #5

Implementation Description: Request for fulltime faculty submitted.

Projected Completion Date: 6/28/2016

Responsible Party: Ande Sanders, Dept Chair CFE/ED

Budget Requested: \$90000 (recurring)