

Assessment: Program Four Column

Program (WED) - Child Development

Program Description: Students who complete Child Development courses will be able to apply concepts of child growth and development from conception through adolescence within the family and cultural context. Students who complete the Child Development program will develop both the knowledge of the subject matter and professional skills that enable them to work in the Early Education and Family Development fields.

CHILD DEVELOPMENT CAREER PATHWAYS

The Child Development department offers coursework applicable to variety of careers in the field of education, training, and public service. Students can complete the minimum of classes as required by the California Department of Social Services, Title 22, for entry level employment in a child care setting as well as classes that lead to various levels of the California Early Childhood permit from the California Commission on Teach Credentialing. Students completing the Associate in Science Early Childhood Education for Transfer degree will be prepared to transfer to several California State Universities where they can complete a related bachelor's degree. For additional information on the early childhood career ladder and both Title 5 and Title 22 requirements, please contact the Child Development department. All students are encouraged to consult with an academic counselor and complete a Student Education Plan (SEP).

<i>PSLOs</i>	<i>Assessment Tool</i>	<i>Findings</i>	<i>Initiatives</i>
<p>PSLO-1 - Apply general knowledge of development in the physical, cognitive, and psychosocial domains from conception through early childhood, including knowledge about typical and atypical development. PSLO Status: Active PSLO Assessment Cycle: 201603 (Spring 2016) Start Date: 08/17/2015</p>	<p>Exam/Quiz - In Course - Rubric Performance Target: 75%</p> <p>Writing Assignment - Demonstrate knowledge of development in each domain through application of observations to the appropriate early learning foundations in curriculum planning and reflection of implementation. Performance Target: 80% of students will demonstrate knowledge of development in each developmental domain.</p>	<p>Reporting Period: 201603 (Spring 2016) Target Met: Inconclusive This was assessed over the course of the semester with repeated practice. The reason for the lack of success was not clear. It could have been limited availability of the foundations, lack of understanding of ages and stages, or guided practice. The assignments used for this PSLO coupled with interviews of students lead to inconclusive findings. (05/22/2016) Suggestions from Faculty: Revamp the assignments to clearly demonstrate the performance of this PSLO. Determine if the PSLO needs to be revised to perhaps include actual theories. More targeted focus on this PSLO in weekly student performance. Modality: Face to Face Total # of students assessed: 34 Total # of students meeting target: 26</p>	<p>Initiative: Practicum instructors meet to review and possible revise the assessments used for this PSLO as well as the wording and intent of the PSLO. (05/12/2016) Resources Required: No</p>

PSLOs	Assessment Tool	Findings	Initiatives
		<p>Total % of students meeting target: 76 Course # Assessed: CD V64B Related Documents: Proposal.docx Weekly Reflection.docx</p>	
<p>PSLO-2 - Demonstrate awareness of and skills in intentional teaching consistent with developmentally appropriate practices. PSLO Status: Active PSLO Assessment Cycle: 201307 (Fall 2013) Start Date: 08/19/2013</p>	<p>Supervisor Evaluation - Observation of students and evaluation using performance rubric Performance Target: 85%</p>	<p>Reporting Period: 201307 (Fall 2013) Target Met: No 21 out of 23 students performed at the overall level of satisfactory or above on all areas except cultural responsiveness. Four students were unable to sufficiently articulate and/or demonstrate practices that were responsive to the cultural diversity of children. (12/16/2013) Suggestions from Faculty: The target performance of 95% appears to be too high for this PSLO. Recommend more in-class concentration on cultural diversity in CD V63 and CD V64B utilizing resources from the CA Early Learning System Modality: Face to Face Total # of students assessed: 23 Total # of students meeting target: 21 Total % of students meeting target: 91 Related Documents: PSLO #2</p>	<p>Initiative: Revise performance target for this PSLO. (12/16/2013) Resources Required: No Closing the Loop: Performance target changed to 85% (09/20/2015) Initiative: Incorporate targeted lessons in CD V64B for cultural responsiveness. (12/16/2013) Resources Required: No Closing the Loop: Targeted lessons on equity with follow up changes in weekly experience plans completed by students. Plans include equity issues in their experience plans and on and weekly consider the diversity of the children. (03/10/2014)</p>
<p>PSLO-3 - Demonstrate principles of curriculum planning and environmental design that are consistent with current best practices and components of the California Early Learning system for Infants-Toddlers and Preschool. PSLO Status: Active PSLO Assessment Cycle: 201507 (Fall 2015) Start Date: 08/01/2015</p>	<p>Practicum - Completed experience plan Performance Target: 80%</p>	<p>Reporting Period: 201507 (Fall 2015) Target Met: Yes Some students fell behind on completing curriculum plans that were consistent with the planning cycle. (12/11/2015) Suggestions from Faculty: The current supervision structure only gives the faculty member 7.2 minutes per student for support. Students in this clinical experience need more coaching from faculty. Discover how CD faculty at Moorpark College are provided academic load to supervise and coach students in this capstone class. Modality: Face to Face Total # of students assessed: 25 Total # of students meeting target: 19 Total % of students meeting target: 76 Course # Assessed: CD V64B Practicum: Fieldwork in ECE</p>	<p>Initiative: Appeal to administrators (Dean and Vice President of Student Affairs) for strategies to provide students with needed coaching and supervision comparable to that of Moorpark College. Create open labs (12/11/2015) Resources Required: Yes Resource Dollar Amount: 45000 Resource Description: Increase lab hours with an open labs so faculty have sufficient time to supervise and coach students. (Faculty funding)</p>

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			<p>Closing the Loop: Meeting with EVP, Kim Hoffmans, Dean Dr. Kathleen Schrader, faculty Jennifer Parker, Robin Douglas, and Deanna Hall. Faculty presented the problem, administration examined the data, and developed a plan to provide additional lab supervision time for faculty. Supervision for lab increased from 3 hour per week to 9 hour per week for CD V64B. (05/22/2016)</p> <p>Initiative: Investigate how faculty are paid at Moorpark College to supervise and coach practicum students. (12/11/2015)</p> <p>Resources Required: No</p> <p>Closing the Loop: Faculty met with data technicians (Connie Baker) 12/2016 for the college district and learned that open labs are provided at Moorpark College with the intention of providing additional supervision for students. Changes to lab supervision structure were implemented in Spring 2016. (05/22/2016)</p>
<p>PSLO-4 - Demonstrate and apply professional and ethical standards of behavior in the college classroom or workplace with children, families, colleagues, and coworkers. PSLO Status: Active PSLO Assessment Cycle: 201207 (Fall 2012) Start Date: 08/20/2012</p>	<p>Performance - Observation of students and feedback from the master teachers that each student works with. Performance Target: 75% of students will perform at an overall level of satisfactory as described by the rubric.</p>	<p>Reporting Period: 201207 (Fall 2012) Target Met: Yes 22 out of 23 students performed at an overall level of satisfactory on all areas of the rubric except that of submitting lesson plans on time. While this resulted in an overall level of satisfactory, this one particular area was problematic for 8 out of the 23 students (01/15/2013) Suggestions from Faculty: Revise the lesson plan format to reduce redundancy and streamline the actual lesson plan so as to require less writing. It appeared that the actual writing was a problem. The lesson plan proposal seemed to</p>	<p>Initiative: Dialogue with master teachers about ways to increase the collaboration with students. (01/15/2013) Resources Required: No</p> <p>Initiative: Revise lesson planning form and lesson plan proposal form. (01/15/2013) Resources Required: No</p>

PSLOs

Assessment Tool

Findings

Initiatives

be successful but not the full lesson plan itself.

Related Documents:

[PSLO #4](#)