

Course
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LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: The Child in a Diverse Society

Faculty/Staff Participants: Diedra L. Wilson, Ed.D.

The student will...	As measured by the following method....	Scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning.
Students will develop, organize, and present a group Curricula Power Point presentation of a multicultural classroom reflective of diversity through the organization of objectives, visual displays, parent newsletter, and curriculum areas.	The students' curricula power point presentation will be measured by using a rubric.	The students' power point presentation is scored by a rubric based on ten areas of a preschool classroom that is reflective of diversity . Each area is worth ten points totaling 100 maximum points. The ten areas include objectives, visual displays, a parent newsletter, book area, art area, block area, dramatic play area, music and movement, science area, and the playground.	On December 17, 2009 twelve groups of students presented the class with their power points. 100% of the power points presented displayed a content focus of diversity and included all ten areas noted on the learning rubric. Of the three standards (exemplary, acceptable and unacceptable) used to assist in evaluating overall students learning outcomes, 100% of the students were in the acceptable range.	<p>Students appeared somewhat stressed and un-easy during presentations. This increased the amount of written information that was read or relied upon in order to present.</p> <p>To improve teaching and learning, and to move students into the exemplary range of the assessment the following modifications to this assignment are recommended:</p> <ol style="list-style-type: none"> 1. Include rubric points in the assignment for (a) presenting with ease and (b) encouraging dialogue and inquiry from the class. 2. Provide students with public speaking tips and multiple opportunities to make smaller presentations in class.

Child Development 42
Multicultural Classrooms
Group Project (100 pts)

Directions: In groups you are to create an environment that promotes diversity. Start by choosing a theme that you want to build the experiences upon. Second, decide on five objectives that will result in experiences for children and families that link them to your theme. This will be presented in your power point assignment.

What is your theme for this project?

Objectives:

Five Objectives are listed

The objectives are on a separate slide

The objectives are clearly stated

Objectives were covered in the activities presented

(10 _____)

Visual Displays

The objective is listed.

The objectives are on a separate slide

There is a slide representing visual displays

The visual displays represent an area of diversity

(10 _____)

Parent Newsletter

There is a slide for the newsletter

The visual displays are related to the objectives

Parents are given at least two ideas to do at home with their children

(10 _____)

Book Area:

The presentation began with reading a book

There is a book list including the names of the authors and illustrators

The books were diverse

(10 _____)

Art Area:
Art materials are listed
Clear examples of creative art experiences are presented (10 _____)

Block Area:
Elements are added to the block area
The elements are divers and related to the theme (10 _____)

Dramatic Play:
Dramatic play props are added for pretend play
The props represent diversity (10 _____)

Music and Movement:
Songs, dance, props, and/or types of music are presented
The music represents cultural diversity (10 _____)

Science and/or sensory:
Science and/or sensory activities are presented (10 _____)

Playground:
The theme is extended into the outdoor play area.
The activities reflect diversity (10 _____)

Additional questions to ask yourself:
Is the content developmentally appropriate?
Does it acknowledge diversity?
Does it promote awareness of other cultures?
Does it promote respect towards other cultures?
Does it help children to be a group member?

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LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: Child Development 10
 Faculty/Staff Participants: Toni Rhodes

The student will... (outcome)	As measured by the following method.... (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
1. Analyze and identify health, safety, and nutritional needs of young children and evaluate the interrelationship of all components to healthy growth and development. 2.	1. Review of random samples of student responses to an embedded test question. Test Question: Describe the interrelationship of health, safety and nutrition on children's growth and development.	1. Criteria: Answer to the embedded test question incorporates the following concepts in their answer: (1) Safety-indoor environments, (2) Unintentional injuries & injury management, (3) Communicable and acute illness, (4) State regulations, (5) Child Abuse and Neglect laws, (6) Proper health and Nutrition, (7) Health assessments/appraisals and resource, (8) Hygiene/Universal precautions, (9) Promoting positive mental health, (10) Consideration of Parents 1. Rubric: Exemplary: Answer the question using all 10 concepts listed above. 2. Acceptable: Answer the question using at least 7 out of 10 concepts above. 3. Unacceptable: Answer the question using fewer than 7 concepts listed above.	1. Final Examination at the end of Fall Semester 2009 Assessment Criteria Performance Standards Expected Results At least 70% of the students completing the final examination will respond correctly to 80% or more of the embedded essay test question. Using the rubric/assessment; the results of the embedded test questions were the following: 2. 17% of the 64 were exemplary 3. 58% of the 64 were acceptable . 4. 26% of the were unacceptable .	a. Instructor will spend more time lecturing on concepts during the course of the semester. (E.g. state regulations relating to child health initiatives/legislation b. Use my analysis of embedded test question to reflect on how to incorporate the components in the future. (E.g. encourage study groups/reflections. c. Embed concepts into several evaluation instruments during the course of the semester. (E.g. small group discussions, study sheets etc.) d. Provide feedback to students so that they can alter study habits leading up to the final exam.

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LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: Child Development 11
 Faculty/Staff Participants: Toni Rhodes

The student will... (outcome)	As measured by the following method.... (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
I. Develop, organize, and present a parent and community workshops that addresses the needs of parents and early childhood practices.	I. Parent Interest Survey II. Artifacts (Handouts, contact information, materials, etc) III. Presentation Description IV. Self Reflection, Evaluation and Plans for follow up.	See Scoring Rubric for Parent Education Project	Assessment Criteria Performance Standards Expected Results. At least 80% of the students Participating in the Parent Education Workshop Project will score in the Exemplary(Level 3) with a Grade of 90 to 100%. Using the rubric, the assessment results were that 85% of the students participating in the Parent Education Workshop were Exemplary.	More detailed guidelines and procedures for group work, possible roles and expected contributions of each group member. A strong concern from the students was the possibility that the group assessment practices may not fairly assess individual contributions and commitment. Develop a time line for individual responsibilities. Revise rubric and individual grading scale to reflect a more equitable format. (One for group presentation of the product (shared) and one for the reflective piece from each individual contribution to the team as assessed by others in the group/Instructor.

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LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: CD2 Early Childhood: Principles and Practices
 Faculty/Staff Participants: Ms. Toni Rhodes & Ms. Gail Amos

<p>The student will... (outcome)</p>	<p>As measured by the following method. (assessment strategy)</p>	<p>And, if applicable, scored by the following learning rubric. (provide attachment)</p>	<p>Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)</p>	<p>Recommendations to improve teaching and learning. (modifications)</p>
<p>1. In response to a specific observation assignment (environment, curriculum or adult/child interaction), students will observe an early childhood education program and write an evaluative report of their findings.</p>	<p>*Using the NAEYC Developmentally Appropriate Practice as a guideline for their evaluations, students will evaluate an early childhood education program that they visit and report on program components (as they relate to the assignment given: environment, curriculum or adult/child interactions) that are meeting the national standards and program components that need improvements or are lacking. *Observations will be clearly stated, descriptions and interpretations. Students will explain their reasons for their interpretations using at least four concrete examples. *Papers will be typed with logical paragraph construction and contain</p>	<p>Exemplary 80-100 pts: Student observations are from an early childhood program and relate directly to the assignment given (environment, curriculum or adult/child interaction). Students describe the program they visited and interpret what they see using NAEYC Developmentally Appropriate Practice to guide their program evaluations. Students will give at least four concrete examples to support their evaluation. Papers will be typed with strong paragraph construction and contain less than five grammatical spelling or format errors. Acceptable 70-79 pts:</p>	<p>Embedded assessment on October 29, 2009 Total Passing = 79% Total Not Passing – 21% Total Sample = 43 students Exemplary – 24 students or 56% Acceptable – 10 students or 23% Unacceptable – 9 students or 21%</p>	<p>Modification beginning Spring 2010. 1. Implementation of an analysis assignment will be used in class to increase student understanding of the one page criteria. 2. Discuss in detail the purpose for observation and the value as it relates to children and early childhood educators. 3. Student will make observation visits to LASC Child Development Center prior to SLO assignment to familiarize themselves with the field visitation requirements.</p>

	<p>less than five grammatical, spelling or format errors.</p>	<p>Student observations are from an early childhood program and relate directly to the assignment given (environment, curriculum or adult/child interaction). Students describe the program they visited and interpret what they see using NAEYC Developmentally Appropriate Practice to guide their program evaluations. Students will give at least three concrete examples to support their evaluation. Papers will be typed, with strong paragraph construction and contain less than seven grammatical spelling or format errors.</p> <p>Unacceptable 0-69 pts:</p> <p>The observation is unacceptable if any of the following are evident. Student observations are not from an early childhood program or do not relate directly to the assignment given (environment, curriculum or adult/child interaction). Students describe the program they visited but do not interpret their findings or do not back up their findings with concrete examples. Papers are not typed or are unclearly written with more than seven grammatical spelling or format errors.</p>	
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Modified from LACC'S SLO Matrix, LASC Senate Approval 3/11/08

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LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: CD30 Infant and Toddlers Studies II
 Faculty/Staff Participants: Ms. Evelyn Gomez & Ms. Gail Amos

The student will: (outcome)	As measured by the following method.. (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)
Compose detailed information on characteristics of one out of six concepts (attachment, motor skills, physical environment, play as curriculum, language development and cognitive development) which are essential for infant-toddler development	Demonstrating a level of competency in a typed 4-5 page written research report on one of the six concepts including 6 properly cited sources that support the topic and use Standard English grammar, sentence structure and punctuation	1. Rubric COMPETENCY: Clear patterns of ideas related to one concept is typed in a 5-6 page report, researched by six sources that support the topic and are properly cited, using standard English grammar, sentence structure and punctuation. ADEQUATE: patterns of ideas related to one concept is typed in a 5-6 page report, researched by six sources that support the topic are present; few errors in standard English grammar, sentence structure and punctuation; few errors in evidence and/or properly citing six sources of support. INADEQUATE: Evidence or support for ideas is poorly developed.	Embedded assessment on December 10, 2009 Total Passing = 95% Total Not Passing –5% Total Sample = 64 students Exemplary – 47 students or 73% Acceptable – 14 students or 22% Unacceptable – 3 students or 5%
			Revise SLO Rubric to be given to students with assignment description including point values and clear details on how students can obtain higher percentages on their assignment.

CD30 WRITTEN PAPER RUBRIC

Criteria	Exemplary	Acceptable	Unacceptable
Content	20 pts - Clear patterns of ideas related to one concept. Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	10 pts - Patterns of ideas related to one concept are present with inconsistency. Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains few insights.	5 pts - Poor evidence of patterns of ideas related to one concept. Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
Organization	10 pts - Complete narrative form of writing in well-organized sentences and paragraphs. The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The writing is compelling. It hooks the reader and sustains interest throughout. The reader can follow the line of reasoning.	5 pts - Narrative form of writing with inconsistent organized sentences and paragraphs. In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest. The reader is fairly clear about what the writer intends.	1 pts - Narrative form of writing with poor organized sentences and paragraphs. The writing is not logically organized. Frequently, ideas fail to make sense together. The writing has little personality. The reader quickly loses interest and stops reading. The reader cannot identify a line of reasoning and loses interest.
Format	10 pts - Include all seven of the following format components: a cover page, stapled, typed in double-space with 10-12 pt font in Times New Roman or Arial and 1 inch margins, not to exceed a 5-6 page report, excluding cover page.	5 pts - Include at least five of the following format components: a cover page, stapled, typed in double-space with 10-12 pt font in Times New Roman or Arial and 1 inch margins, not to exceed a 5-6 page report, excluding cover page.	1 pts - Include less than five of the following format components: a cover page, stapled, typed in double-space with 10-12 pt font in Times New Roman or Arial and 1 inch margins, not to exceed a 5-6 page report, excluding cover page.
Grammar and Spelling	5 pts - Using correct spelling, standard English grammar, sentence structure and punctuation.	3 pts - Using few errors in spelling, standard English grammar, sentence structure and punctuation.	1 pt - Excessive errors in spelling, standard English grammar, sentence structure and punctuation.
Source Citations using American Psycho-logical Association (APA) format	5 pts - Paper is researched from textbook, internet, or magazines equaling six sources that support the topic and are APA format cited accurately and consistently in the paper and on the "References" page.	3 pts - Paper is researched from textbook, internet, or magazines equaling four sources that support the topic and are APA format cited accurately and consistently in the paper and on the "References" page.	1 pts - Format of the document is not recognizable as APA. Poor evidence of researched from textbook, internet, or magazines equaling six or less sources that support the topic and APA format is cited incorrectly and inconsistently in the paper and on the "References" page.