**SLO Cycle Assessment Form**

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| **1. Course Number &**  **Date form was completed** | Course: CDEV 104 | Date: 2/12/2013 |
| **2. People involved in summarizing & evaluating data (minimum of two)** | David Sheppard  Becky Green | |
| **3. Semester data were collected (e.g., Spring 2011)** | Fall 2012 | |
| **4. Please list the SLO(s) that was (were) assessed. Write it out.** | SLO2:Apply developmental theory to the analysis of child observations, surveys, and or interviews using investigative research methodologies. Analyze how cultural, economic, political, historical contexts affect children’s development  SLO4:Compare and contrast various theoretical frameworks that relate to the study of human development.  SLO5: Differentiate characteristics of typical and atypical development at various stages.   SLO6:Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development | |
| **5. List all forms of assessment that were used for this cycle assessment (e.g., research paper rubric, skills scenario, multiple choice exam)** | SLO2:Research Paper- Application of developmental theories to children living in stressful environments.  SLO4: Exam  SLO5: Exam  SLO6: Exam | |
| **6. Data results**  Briefly summarize the data. | SLO2:  13.5% scored ‘distinguished’ demonstrating exemplary quality work in content and style.  27% scored ‘Proficient’, demonstrating above average quality in content and style.  36.5% of the students scored ‘Basic’, demonstrating average quality content and style.  22% of the students scored ‘Non-proficient’, demonstrating below average quality in content and style  SLO4 & 5:  12% Scored in the distinguished level  20% Scored in the Proficient level  52% Scored in the basic level  20% scored below basic – Non proficient  SLO6  9.5% scored Distinguished  24.5% Proficient  60% Basic  6% Non Proficient | |
| **7a. Course/Program Improvements**  **Please describe what change(s) you plan to implement based on the above results**  **7b**. **Will this include a change to the curriculum (i.e., course outline)?**  Yes  No X | Greater emphasis will be placed on directing students to resources within IVC campus such as Reading and Writing Lab. And in presenting students with greater overview of APA style and direct students to a wider array of resources related to APA style.  No | |
| **8.** When SLOs were previously written, Institutional Learning Outcomes (ILOs) were identified as part of that process.  **How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?**  For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.  **IVC’s 5 ILOs:**  **ILO1 = Communication Skills**  **ILO2 = Critical Thinking Skills**  **ILO3 = Personal Responsibility**  **ILO4 = Information Literacy**  **ILO5 = Global Awareness** | Yes  ILO 1: The assignment required students to utilize  communication skills in the composition of a paper  which required a clear overview of a developmental theory  an articulate application of the theory, and the accurate  utilization of APA style.    ILO 2: Critical thinking: The assignment required students  to display critical thinking as they identified core concepts  of a developmental theory and presented an accurate  application of the theory to the environmental stressors.  ILO: Information literacy: the assignment required  students to review professional source material and to  and to include these sources in the body of their paper. | |
| **9. Next year**  **Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?**  **If so, how?** | The process was effective. | |
| **10. After Thoughts**  **Feel free to celebrate, vent, or otherwise discuss the process** | . | |