

Course SLO Assessment Report - 4-Column
 El Camino College
 El Camino: Course SLOs (BSS) - Childhood Education

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>El Camino: Course SLOs (BSS) - Childhood Education - ECC: CDEV 103 - Child Growth and Development - SLO #1 Major Theoretical Frameworks - Identify and compare major theoretical frameworks, such as Piaget, Vygotsky, Erikson, and Bronfenbrenner, as related to the study of human development. (Created By El Camino: Course SLOs (BSS) - Childhood Education)</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 10/19/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Multiple Choice Test, Autobiography, Preschool Observation and In-Class Activities.</p> <p>Assessment Method: Multiple Assessments</p> <p>Standard and Target for Success: 85% of students will score 85% or above.</p> <p>Related Documents: Baby Book Activity.doc Preoperational Thought in Your Life.doc Autobiography Project.doc Preschool Observation Instructions.doc Practice TDAT Upload.docx</p>	<p>02/16/2014 - The last time this SLO was assessed the emphasis was placed on Piaget’s cognitive theory. At the time we surmised that although students could identify Piaget’s theory, they did not score well on the basic components or terms associated as the correct answers ranged from 38% to 67% for these questions. We determined that more class time and more emphasis needed to be place on these areas of the theory.</p> <p>For this assessment, we added Bronfenbrenner, Vygotsky, Erikson, and Maslow.</p> <p>PIAGET: The strategy for increasing students’ understanding of Piaget was successful as over 85% of students were able to identify Piaget’s theory and correctly identify the major components. Some of this success can be attributed to group work such as the “Baby Book Activity” in which students are required to write narratives about a “child” in each of the six substages of the Sensori-motor stage. (See attached.)</p> <p>ERIKSON: 87% of students demonstrated that they clearly understand and have a working knowledge of Erikson’s theory of psychosocial development. Erikson’s theory is presented in the textbook (in context) for all age groups. Faculty believe they cover this theory extensively in class and that they have developed class activities and projects to reinforce the concepts. (Autobiography Project attached.)</p> <p>BRONFRENBRENNER: Students scored between 32% and 60% for correct answers on this portion of the assessment demonstrating that this needs to be an area of focus for faculty.</p> <p>VYGOTSKY: Students scored between 24% and 44% for correct answers on this portion of the assessment demonstrating that this needs to be an area of focus for faculty. In the Preschool Observation, 55% of students were not able to identify and correctly explain scaffolding or missed opportunities for scaffolding.</p> <p>MASLOW: Maslow’s Hierachy of Needs is presented by some faculty, but not others and was not included in this assessment. Maslow is not included in some of the textbooks , so inclusion of the theory must be done through handouts or other auxillary information.</p>	<p>01/08/2015 - Develop an activity or project that focuses on Vygostky’s Theory that may include You-Tube examples of scaffolding or missed opportunities for scaffolding.</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>08/23/2014 - Develop an in class group activity for Bronfenbrenner’s Theory</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>08/23/2014 - Add Maslow to the SLO Statement</p> <p>Action Category: SLO Assessment Process</p> <hr/> <p>08/23/2014 - Develop a common handout and activity for Maslow’s Theory</p> <p>Action Category: Teaching Strategies</p> <hr/>

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		<p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Faculty Assessment Leader: Janet Young</p> <p>Faculty Contributing to Assessment: Michelle Moen</p> <p>Reviewer's Comments: JY: 2/11/14: Michelle, it was great working with you on this assessment. I think we uncovered some real "holes" in our curriculum and ways to remedy the situation. I am looking forward to working with our faculty to share ideas and strategies for activities and assignments.</p>	
<p>El Camino: Course SLOs (BSS) - Childhood Education - ECC: CDEV 107 - Infant/Toddler Development - SLO #2 Interpreting Data - Gather and Interpret data from the observation of infants and toddlers based on child development theories. (Created By El Camino: Course SLOs (BSS) - Childhood Education)</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 10/19/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Observation Assignment: Students will observe in an infant or toddler classroom and connect their observations with the theories presented in class. The theorists/theories are: Bronfenbrenner (Ecological Systems Theory) Bowlby (Attachment) Vygotsky (Sociocultural) Piaget (Cognitive – Sensorimotor Stage)</p> <p>Assessment Method: Project</p> <p>Standard and Target for Success: 75% of students will successfully connect their observations with the appropriate theorist and be able to explain how the theory is being demonstrated by earning a grade of B (80%) or above.</p>	<p>01/11/2014 - 83% of students earned a grade of B or above on this assignment. They were able to successfully recognize the theorist and explain how the theory was manifested in the classroom observation.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2012-13 (Fall 2012)</p> <p>Faculty Assessment Leader: Janet Young</p> <p>Faculty Contributing to Assessment: Monterosso</p>	<p>10/15/2015 - SLO Process. This assignment seemed easy for the students. In the future, perhaps it would be better to use another assignment (perhaps Baby Day) which is used by other instructors on campus for this purpose.</p> <p>Action Category: SLO Assessment Process</p>
<p>El Camino: Course SLOs (BSS) - Childhood Education - ECC: CDEV 108 - Principles and Practices of Teaching Young Children - SLO #2 Value of Play - Examine the value of play as a vehicle for developing skills knowledge, dispositions, and strengthening relationships among young children. (Created By El Camino: Course SLOs (BSS) - Childhood Education)</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 10/19/2013</p> <p>Course SLO Status:</p>	<p>Assessment Method Description: Scantron quiz with 15 true/false questions and multiple choice questions will be given in March and again at the end of the semester. Questions will be based on common premises related to developmentally appropriate practices in the field of early childhood education as they relate to play. (See attached file.)</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: 80% of students will score 80% or above on the assessment at the end of the semester.</p>	<p>07/26/2013 - Assessment Data Attached</p> <p>I wasn't extremely confident when I was creating the assessment tool, basing my questions on teaching the class only a few semesters thus far. I overestimated the students' ability to process some of the information and evidently my ability to teach critical thinking skills.</p> <p>The class average at the beginning of the semester was 9.2 (61.3% correct answers). The end of the semester had a class average of 9.5 (63.3% correct), only a slight increase. My personal standard was for the percentage to be at least 80% at the end of the semester, which I did not reach. I created the Scantron quiz with the intention of it requiring some critical thinking.</p>	<p>11/28/2013 - Cover the important points more thoroughly in class</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: 10/25/2013 - I covered the points more thoroughly in class. I was pleasantly surprised how well the students understanding increased because I gave a pop quiz and they did well.</p>

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Active	<p>Related Documents: Practice TDAT Upload.docx</p>	<p>Students needed to apply or synthesis the semester’s information, not just memorize facts. Overall, there seemed to be a lot of incorrect answers. These were mostly related to class discussions where the topic was directly covered only in one class discussion. The questions that received mostly correct answers (questions 1,2, 7, and 8) were the ones, for the most part, that were covered/discussed in class through the semester. There were a few questions which I was surprised received incorrect responses (#4, 6, and 12). Upon review of the questions (post assessment), I realized there were a few that were discussed minimally in class (3,6,10,11,14, and 15) and my expectation that students would be able to synthesize the information might not be realistic. Basically over half of the questions on the quiz were not addressed well in class. Most all of the questions were taken from a test bank, but still could be confusing for some students.</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2012-13 (Spring 2013)</p> <p>Faculty Assessment Leader: Michelle Moen</p> <p>Faculty Contributing to Assessment: Susan Baxter/Jennifer Montgomery</p> <p>Reviewer's Comments: GM 10/10/13 - Michelle. Great analysis. Don't be too hard on yourself. It sounds as though you have good ideas for improving the assessment in the future. It is all about learning -- for us and students. MM 10/11/13 - Thanks for your unwavering support Dr. Miranda. It is always appreciated.</p> <p>Related Documents: CDEV 108 SLO #2 Assessment Results.docx CDEV 108 SLO #2 Quiz and Key.docx</p>	<p>10/18/2013 - Develop a critical thinking activity and group project.</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>09/20/2013 - Offer more class activities or opportunities that support critical thinking</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>07/26/2013 - It would be helpful if the college provided a workshop (during Flex Day, for example) regarding how instructors might promote critical thinking in their classes. I will be serving on the Faculty Development Committee and will present this idea in Fall.</p> <p>Action Category: Program/College Support</p> <hr/> <p>07/26/2013 - Make sure the questions on the SLO assessment correlate to what is being taught to make it a more authentic measure</p> <p>Action Category: SLO Assessment Process</p> <hr/>
<p>El Camino: Course SLOs (BSS) - Childhood Education - ECC: CDEV 110 - Child Health and Safety - SLO #2 Regulations - Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families (Created By El Camino: Course SLOs (BSS) - Childhood Education)</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 10/19/2013</p>	<p>Assessment Method Description: After reading the textbook, participating in class discussions and activities, as well as completing class assignments, a scantron survey was given to assess whether or not students are able to apply their knowledge of appropriate practices and concepts relating to children’s health, safety, and nutrition. The survey lists 12 true/false and 13 multiple choice questions which focused on evaluating regulations, standards, policies and procedures.</p> <p>Assessment Method:</p>	<p>02/06/2014 - Twenty nine (29) students took the SLO quiz. The class average was 21 out of 29 points, or approximately 73%. Many of the questions were taken from a test bank. There were 4 questions which seemed to be very difficult for the students (# 12, 13, 15, and 24). For those particular questions, at least half of the class marked incorrect answers. We reviewed all of the answers after the quiz was administered. Two of these questions related to California State Licensing, which was addressed in class, but not regularly. If a student missed that particular class, they might not have known the answer to those questions. One of the questions</p>	<p>04/15/2014 - Weekly review of previous week’s main points. The actions to consider for this particular SLO and class may be applied to every class I teach and many SLOs to be administered. I continually need to be aware of vocabulary used (especially for ESL students) in future projects, assignments, tests, etc. I also need to make sure I review previous week’s subject matter regularly. Repetition helps students retain material and helps</p>

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<p>Course SLO Status: Active</p>	<p>Exam/Test/Quiz Standard and Target for Success: It was expected that 80% of students would score 80% or above on this SLO. The class average was expected to be 80%. Related Documents: SLO#2_ Quiz CDEV 110_MM_Fall.2013.pdf</p>	<p>(#15, taken from a test bank), was very confusing to most every student. If this particular SLO quiz will be administered in the future, some of the questions should be reworded. The students scored extremely high on most all of the remaining questions, which met (actually succeeded) instructor expectations.</p> <p>See attached table of Percentages of Correct Responses below. Standard Met? : No Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Faculty Assessment Leader: Michelle Moen Faculty Contributing to Assessment: Hoa Pham (Compton Center) Related Documents: CDEV 110 Percentages of Correct Responses MM.docx</p>	<p>those students who were absent be aware of the information that was shared in class.</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>04/15/2014 - Consideration to reword some of the test bank questions should be made.</p> <p>Action Category: Teaching Strategies</p> <hr/>
<p>El Camino: Course SLOs (BSS) - Childhood Education - ECC: CDEV 114 - Observing and Assessing Young Children - SLO #2 Observation Methods - Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development. (Created By El Camino: Course SLOs (BSS) - Childhood Education)</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 10/19/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Each student is to complete a comprehensive Observational workbook worth 25% of the tee course grade. The workbook requires identification of different types of observation and assessment, completing 3 different observations including Running Record Account, Developmental Checklist and Environmental Assessment. Assessment Method: Essay/Written Assignment Standard and Target for Success: It is expected that 60% of the students will score a B or higher on the Observational Workbook Assignment. Related Documents: CD 114 Observational workbook 13.doc</p>	<p>12/16/2013 - The data reveals that the target for the SLO was met. The assessment was based on 2 sections totaling 43 participants. One section was on campus the other section was an online class. The combined average for completion with a B or higher was 72%. Please see supporting documentation Figure 1.1 for the data breakdown. It is important to note that the online class was under the target with 59%. It is a big project and requires self discipline to work through the booklet all term. The information required to complete the book is both from lecture (Modules) and observation. If online students are not vigilante with working through each module and gathering the information throughout the term then they will find sections of the workbook challenging and generally do not complete the sections properly or at all. Standard Met? : Yes Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Faculty Assessment Leader: Susan M Baxter Related Documents: Figure 1 CD 114 SLO Data.doc</p>	<p>01/21/2014 - Provide an on campus Observational Workbook workshop for the online students to attend or possibly a virtual meeting to walk them through the content of the assignment and address questions. It seems they need more than instruction through announcements and emails.</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>12/16/2013 - College needs to provide our Department with a lab school that supports best practices for our students to practice observational assessments .</p> <p>Action Category: Program/College Support</p> <hr/> <p>12/16/2013 - Continue to provide opportunities to practice observational techniques through real observational opportunities so that observation becomes more of a skill than theory.</p> <p>Action Category: Teaching Strategies</p> <hr/>

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<p>El Camino: Course SLOs (BSS) - Childhood Education - ECC: CDEV 116 - Creative Art for Young Children - SLO #2 Activity Plans - Develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities. (Created By El Camino: Course SLOs (BSS) - Childhood Education)</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 10/19/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Students complete 2 activity plans, with activity plans #2 more difficult than Activity Plan # 1. The students have the option to resubmit their activity plans after Instructor Feedback and an optional mini Activity Plan Workshop after class. The assessment is based on the grade outcome of Activity Plan 1 & 2 post resubmission. Activity Plan Assignment Guidelines are attached.</p> <p>Assessment Method: Essay/Written Assignment</p> <p>Standard and Target for Success: It is expected that 75% of students will pass the Assignment with a B or better after the students have been given an opportunity to submit. The students should be able to maintain 75% of B or above with the increase complexity of Activity Plan B.</p> <p>Related Documents: CD 116 Activity Plan Guidelines 2013.docx</p>	<p>12/15/2013 - The data clearly supports the Standard and Target for success. Both Activity Plan 1 and 2 met a B or higher in both the submission and resubmission. Figure 1.1 shows how the grades were distrusted for both Activity Plan 1 & 2 before resubmission opportunity and activity plan workshop. Figure 1.2 highlights the outcome that in both submissions more than 75% of the students earned a letter grade B or better. Figure 1.3 demonstrates the same outcome results i in graph form to more clearly see the impact of the improvement. Students were able to increase their grade even when Activity Plan 2 was a more complex application of understanding the developmental aspects of preschool children when program planning.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Faculty Assessment Leader: Susan M Baxter</p> <p>Related Documents: CD 116 SLO 2 Assesment Data Fall 2013.doc</p>	<p>08/28/2014 - Teaching Strategies: Continue working with students in defining and understanding the terms and areas of curriculum develop. Partnership with CD 115 to created a more seamless transition in support each class. what works and what does not work, to support critical thinking skills in the area of program planning</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>12/15/2013 - Program/College: provide a Lab School Environment that is pedagogically sound so students can see their ideas for their activity plans put into practice with children to learn firsthand</p> <p>Action Category: Program/College Support</p>
<p>El Camino: Course SLOs (BSS) - Childhood Education - ECC: CDEV 119 - Language Arts for Young Children - SLO #2 Activity Plans - Develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities. (Created By El Camino: Course SLOs (BSS) - Childhood Education)</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 07/01/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Students were given the activity plan assignment's guidelines and grading rubric towards the beginning of the semester. We reviewed them extensively in class. They were given the opportunity to resubmit their first activity plan (first of two total) a week following receipt of their grade. Most students took advantage of this opportunity. The grading rubric was designed many years ago in our department. Susan Baxter and I have been updating it most every year (for the past 7 years) based on student feedback, our observations, and the general outcome of the grading. (See attached.)</p> <p>Assessment Method: Essay/Written Assignment</p> <p>Standard and Target for Success: The grading rubric used was last revised July 2013 by Susan Baxter and me. When we return the graded assignment, we have also written feedback on it and/or the rubric to help students better understand the process and grading. Based on the rubric, I expected that 75% of students (in 2 sections) would score 75% or above on this SLO for the first activity plan due to the amount</p>	<p>02/11/2014 - TABLE ONE: *The first table (attached) shows the Percentage of Students who Received at least 75% Correct on Assessment</p> <p>Regarding the Target for Student Success (as previously stated in this report): Based on the rubric, I expected that 75% of students (in both sections) would score 75% or above on this SLO for the first activity plan due to the amount of attention it was given in class. For the second activity plan (later in the semester) I expected 80% of students (in 2 sections) would score 75-80% or above.</p> <p>TABLE TWO: The second table shows the Percentage of Students who Received at least 75% Correct on Assessment</p> <p>Regarding the Target for Student Success (as previously stated in this report): Based on the rubric, I expected that 75% of students (in both sections) would score 75% or above on this SLO for the first activity plan due to the amount of attention it was given in class. For the second activity plan (later in the semester) I expected 80% of students (in 2 sections) would score 75-80% or above.</p> <p>Not all students completed both activity plans. Some</p>	<p>09/15/2014 - The data listed (in the tables) supports my observations that the second activity plan didn't receive as many higher grades as the first one had. I plan on giving that particular assignment more focus the next time this class is taught (Fall 2014).</p> <p>Review the second activity plan guidelines more extensively and more frequently in class.</p> <p>Action Category: Teaching Strategies</p>

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	<p>of attention it was given in class. For the second activity plan (later in the semester) I expected 80% of students (in 2 sections) would score 75-80% or above.</p> <p>Related Documents: Activity_Plan_guidelines_revised_July.pdf CDEV_119_activity-plan-rubric-July.pdf</p>	<p>students dropped the class during the semester, while other students only completed one of the two activity plans for various reasons. In section 2071, 19 students completed both of them, 2 students completed 1 of them, and 4 students didn't complete any of them. In section 2073, 28 students completed both of them, 6 students completed 1 of them, and 2 students didn't complete any of them.</p> <p>For both sections, the areas which seemed to receive the lowest grades in the activity plan were consistent: The concept section, the Procedures (second part) section, and the 5 Themed Based Activities section. This is consistent with past years' observations, assessments, and notes. These particular sections tend to be the most (difficult) academic part of the assignment. New students to the program/department seem to need a second semester to truly understand and internalize learning regarding these sections (according to instructor observations and student feedback).</p> <p>Students are given one week to turn in the optional revised (first) activity plan. Most new students (to our department or curriculum classes) utilize this opportunity to improve their grade. Some returning students also revise their assignments, but usually they have fewer errors than the new students. Typically (all) students receive higher grades on the second activity plan as they learn more about the expectations and process of creating this particular assignment during the semester. This semester the first activity plan was focused on Story time with books and props (due Sept. 25) while the second activity plan focus was on a Listening Activity (due Oct. 30). These topics or focuses occasionally change each year. The listening plan focus seemed a bit difficult for general students. I didn't see as much improvement (compared to the first activity plan) as I have in past semesters.</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Faculty Assessment Leader: Michelle Moen</p> <p>Related Documents: CDEV 119 Data Charts Fall 2013.docx</p>	

El Camino: Course SLOs (BSS) - Childhood Education - ECC: CDEV 131 - Supervising and

Assessment Method Description:
Students conduct two "Mock Evaluations" of

02/11/2014 - See attached for chart.
Area 1 CURRICULUM AREA: 100% filled out this

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<p>Mentoring Adults - SLO #2 Evaluating Teacher's Performance - Evaluate the performance of an assistant or student teacher and write effective evaluations and recommendations for growth and improvement. (Created By El Camino: Course SLOs (BSS) -</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 10/19/2013</p> <p>Course SLO Status: Active</p>	<p>teachers in an early childhood education setting. They use a checklist to assess a lesson and then write a narrative providing feedback and recommendations.</p> <p>Assessment Method: Essay/Written Assignment</p> <p>Standard and Target for Success: 80% of students will score a 10 or above on the Rubric . See attached.</p> <p>Related Documents: Instructions, Rubric and Sample Mock Evaluation CDEV 131 for TDAT.doc</p>	<p>section of the evaluation form correctly.</p> <p>Area 2. RELATED TO CHECKLIST: 65% scored 3 or 4 for this section. Several had trouble tying the recommendations directly to the checklist. They commented on other items such as the environment or learning centers.</p> <p>Area 3 POSITIVE TONE: 100% used a positive tone throughout the evaluation. This is encouraging as positive and professional language is modeled in all of our classes.</p> <p>Area 4 CONCRETE EXAMPLES/STRENGTHS: 55% were able to provide concrete examples to support the teachers' strengths. Students will need to be reminded to clearly point out the strengths of a teacher, the parts of the lesson which went well, and why it was successful and developmentally appropriate</p> <p>Area 5 CONCRETE EXAMPLES/IMPROVEMENT: 71% were able to provide concrete examples for areas in need of improvement. Some students are experience teachers who have had to assess themselves and participate in self-reflection in many classes. Others do not have as much experience.</p> <p>Area 6 TERMINOLOGY: 94% of students used ECE terminology appropriately. This makes sense as they have taken many childhood development courses in which the terms are taught and explained.</p> <p>Based on the data and analysis, there are three areas in which I need to focus to bring the students' scores up to the target of 80%.</p> <ol style="list-style-type: none"> 1. Reminding students to stay focused on the checklist so that the narrative matches the ratings. 2. Reminding students to provide feedback on the positive attributes of the lesson. 3. Assisting students in developing concrete examples for areas in which improvement is needed. <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Faculty Assessment Leader: Janet Young</p> <p>Related Documents: CDEV 131 Data for SLO for TracDat 2.11.14.docx</p>	<p>01/05/2015 - Since this is an online class, develop a narrated PowerPoint to better explain the assignment.</p> <hr/> <p>Action Category: Teaching Strategies</p> <hr/> <p>08/15/2014 - Provide the students with the Grading Rubric along with the instructions.</p> <hr/> <p>Action Category: Teaching Strategies</p> <hr/>

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