



SLO Assessment Cycle for C D 54

Curriculum for Early Childhood Programs SLO Modified: [06/21/2010]

Angela Buchanan's Team Members:

1. [Juanita Cordero](#) (x8894) C D
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3. [Diane Langfelder](#) (x) C D
4. [Fatemeh Zarghami](#) (x) C D
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Additional Team members not on list/notes about team:

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Additional Notes:

Outcomes:

Outcome 1: Statement Modified: []

Design curriculum for all developmental domains that is culturally salient, developmentally appropriate, inclusive and emergent.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [01/02/2011]

Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Angela Buchanan

Assessment Tools: Written Reports

Sections being assessed: .01

Outcome 1: Reflect & Enhance Modified: [01/14/2011]

Number of people involved in Phase III: 2

Changes:

Methods:

Students were evaluated with a rubric that assessed the curriculum binders they submitted. Ten points were awarded for each of 5 activities that were evaluated on 8 major areas that focused on SLO 3 which was "Design curriculum for all developmental domains that is culturally salient, developmentally appropriate, inclusive and emergent".

Summary:

More time and effort was put into class time toward helping students succeed with this SLO. It became apparent that this class time was needed to support student understanding of these curriculum areas and that students were more successful in succeeding with these areas. Student performance was outstanding with improved awareness of how to develop emergent curriculum based on child observation. Sixty eight percent of the students exceeded proficiency expectations with earning grades of B or higher on these binders. It was also revealed and became obvious that more class time is needed in order to be able to cover the full range of important topics in this class in addition to the work that was accomplished in the class.

Enhancement (Part I):

Assessment results will be shared with all the faculty who teach this class so there is more consistency for all enrolled Child Development students. The course outline will also be carefully examined to determine if there is a need to change this course from a 3 to 4 unit. It does appear that this is a required change for student success.

Enhancement (Part II):

A change in the class from 3 to 4 units will require a change in faculty load for this class.

[Number of Outcomes for C D 54: 1]

