Course: **ChAD 75 – Play and Imagination** Instructor: **Evelyn Thorne** Section # 1; Number of students: **30**

(1) Which SLOs were assessed during the semester?

**D1:** Students will be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals.  
**GELO 3:** evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues

(2) How was this SLO assessed?

(Note: Course grades or an overall exam grade do NOT provide evidence of student achievement of the SLO. Specific assignments (or parts of assignments), or responses to exam questions targeted at this SLO are examples of ways that student achievement on specific SLOs can be assessed. Multiple assignments may have been used to assess the GELOs, report all that are relevant to the assessment)

**D1** will be assessed through the Play Observation assignment, which is meant to help students understand children's play in contemporary society. Students observed children's play in different environments to recognize the interaction of social institutions (i.e., child care centers), culture (i.e., gender role expectations, ethnicity), and environment (i.e., indoor and outdoor play areas, formal and informal play spaces) that shape the nature of young children's play.

**GELO3** will be assessed through Business Environment and Creativity paper, which is meant to help students evaluate social science information, draw on different points of view, formulate applications appropriate to contemporary social issues, and to place contemporary developments in environmental and spatial contexts. Students wrote a paper describing the components of a business environment that help stimulate creativity and that hinder creativity, with a special focus in subgroups of employees’ unique needs.

(3) What were the results of the assessment for this SLO(s)?

<table>
<thead>
<tr>
<th>Number of Students Assessed</th>
<th>Number Achieving High Level (B+ or higher)</th>
<th>Number Achieving Average Level (B to C)</th>
<th>Number Achieving Marginal Level (C- or lower)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1 (Play Observation):</td>
<td>10</td>
<td>11</td>
<td>9 (2 not turned in)</td>
</tr>
<tr>
<td>GELO3 (Business Paper):</td>
<td>10</td>
<td>8</td>
<td>12 (6 not turned in)</td>
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</tbody>
</table>

(4) What lessons, if any, were learned from the assessment? That is, do students seem to understand this SLO, what do they find difficult?

For D1, students were able to identify how different environments impact play, but not always drawing connections between them. For GELO2, students were able to describe how the business environment impacts creativity, but struggled in effectively describing how empirical research informs these impacts.
Based on this information, do you plan any modifications to the course, assignments, or teaching methodologies to help improve student achievement of this SLO? If no modifications are planned, indicate this. No modifications planned.

(Note: For some GE courses, modifications to the course or assignments must be decided by all faculty teaching the course.)

Lower grades mostly derived from issues with writing and following instructions. I plan to integrate writing tutorials, practice, and examples throughout the class to better prepare them to write evidence-based research.

Other comments (optional)