**Course-Level Student Learning Outcome (SLO) Assessment Plan**

SLOAT member’s name(s): Barbara Pogue

Division/Department: Humanities

Course to be assessed for SLOs in Fall 2011: ART 100

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1. What student learning outcomes (SLOs) will you assess in Fall 2010? Please identify at least 2 course goals (CG), relevant general education goals (GEG), and/or applicable program goals (PG) from your ECC Course Outline SLO Assessment Summary Sheet.

* SLO #1 CG 4: Prepare and present information using a computer by creating a Principles of Design booklet.
* SLO #2 GEG: **Global and Cultural Awareness of Diversity**: Students will understand the importance of global perspective and culturally diverse peoples.

1. For each SLO given above, what assessment method**s** (rubrics, assignments, tests, classroom assessment techniques, portfolios, surveys, etc.) will you implement in Fall 2011 to gather evidence of student learning related to the outcome? Please make sure to vary the types of assessment methods you choose to include the following: direct (D) & indirect (I); process (P), input (In) & context (C); summative (S) & formative (F); qualitative (QL) & quantitative (QN); Objective (Obj) & subjective (Subj).

Assessment method**s** to be used to assess SLO #1: A checklist rubric is used to evaluate the submitted Principles of Design booklets to determine the level of student achievement of the various MPOs related to CG 4. This assessment method is S, QN, and partly Obj and partly Subj. (Note: This assignment is being clarified based on the findings of previous SLOAT assessment studies. Specifically, in the past, I’ve spent a day or two in class working on the booklets with the students. I found that this was not enough time. This time I intend to spend 4 class periods working on the booklets. In the past I was often dissatisfied with the written explanations provided by the students, so this semester I will ask to see the written explanations ahead of time to check for correctness and grammar. When the booklets are handed in, I will then give individual feedback to each student, rather than simply handing them back with a grade.)

Assessment method**s** to be used to assess SLO #2: A test question related to the Diversity GEG will be included on the midterm exam and student performance will be scored via a rubric.

1. For each SLO given above, identify *when* each assessment method will be used in the course in Fall 2011; e.g., draw up a timeline for the course which indicates when every SLO assessment method named above will be used throughout the semester (Week 1 – Week 15).

SLO #1 Assessment Proposed Timeline 🡪 Principles of Design booklets are to be submitted mid-December 2011, but revision of draft copies will be ongoing from the time information regarding the booklets is given to students in October.

SLO #2 Assessment Proposed Timeline 🡪 Midterm (~week 8)

1. How many sections of the course or how many students will be involved in using these assessment instruments and collecting SLO assessment data in Fall 2011? Please identify your sample size by number of classes (sections of the course) or number of students. (Remember: A 5% error margin in your analysis is ensured if you sample 278 out of 1000 students, 217 out of 500 students, 184 out of 350 students, 132 out of 200 students, 80 out of 100 students, or 44 out of 50 students. – taken from p. 48 of *Assessing Student Learning: a common sense guide*, 2nd edition by Linda Suskie)

One (1) section of ART 100 will be assessed in the Fall 2011 semester.

1. Using ~~representative random~~ sampling, which sections or which students will be involved in using these assessment instruments and collecting SLO assessment data in Fall 2011?

The class section involved is ART 100 B01.