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

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Division/Department: Biology and Chemistry

Course to be assessed for SLOs in Spring 2011: BIO 100

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1. What student learning outcomes (SLOs) will you assess in Spring 2011? Please identify at least 2 (total) chosen from the following: course goals (CG), general education goals (GEG) for which the course has been ‘affirmed’ by GECC, and/or applicable program goals (PG) from your ECC Course Outline SLO Assessment Summary Sheet.

* SLO #1 CG 1:\_ Explain terminology and fundamental concepts relevant to the structural organization of the human body, homeostasis and anatomical regions and cavities.
* SLO #2 CG 2:\_ Explain terminology and fundamental concepts relevant to basic chemistry and biochemistry including, but not limited to, matter and energy, atoms and elements, chemical bonds, chemical reactions and inorganic and organic compounds.

1. For each SLO given above, what assessment method**s** (rubrics, assignments, tests, classroom assessment techniques, portfolios, surveys, etc.) will you implement in Spring 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 & SLO #2: blueprinting questions on exams (D, S, QN, and Obj)

1. For each SLO given above, identify *when* each assessment method will be used in the course in Spring 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 & SLO #2 Assessment Proposed Timeline 🡪 data should be collected from all exams that address CGs 1 & 2 by mid-March

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 Spring 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)

Two sections will be involved. Initially that will mean approximately 48 students, although this number may decline throughout the semester. All students in both sections will be involved.

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

Two sections total = approximately 48 students.