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

SLOAT member’s name(s): Martin W. Asobayire

Division/Department: Biology and Chemistry

Course to be assessed for SLOs in Fall 2011: BIO 121 Human Anatomy and Physiology I

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1. What student learning outcomes (SLOs) will you assess in Fall 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 some of the fundamental concepts and theories that are the basis of the fields of biochemistry, cell biology and histology.

SLO #2 CG 3 explain the concept of homeostasis. Describe how homeostasis can be used to illustrate wellness and illness in the integumentary, skeletal, muscular, and nervous systems.

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: Blueprinting questions on short- answer tests (D, S, QN, and Obj) and on laboratory practical exam (D, S, QN, and Obj)

Assessment method**s** to be used to assess SLO #2: Blueprinting questions on short- answer and multiple choice tests (D, S, QN, and Obj)

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 🡪 Weeks 3 9.

SLO #2 Assessment Proposed Timeline 🡪 Weeks 7 11.

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)

5 sections (~125 students) of BIO 121 will participate in this study.

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?

3 of the 5 BIO 121 sections participating in this assessment are taught by Martin W. Asobayire and the other two by adjunct faculty.