

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

SLOAT member's name(s): Jill Stein

Division/Department: Biology and Chemistry

Course to be assessed for SLOs in Spring 2011: BIO 121

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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 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 2: Explain the concept of complementarity of structure and function. Use this concept to identify the basic structures and functions of the integumentary, skeletal, muscular, and nervous systems.
  - SLO #3 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.
2. For each SLO given above, what assessment methods (rubrics, assignments, tests, classroom assessment techniques, portfolios, surveys, etc.) will you implement in Fall 2010 to gather evidence of student learning related to the outcome? Identify each type of assessment method included below in your lists – direct (D) or indirect (I)? student learning outcome (SLO), process (P), input (In), or context (C)? summative (S) or formative (F)? qualitative (QL) or quantitative (QN)? Objective (Obj) or subjective (Subj)?

Assessment methods to be used to assess SLO #1: blueprinting questions on short-answer tests (D, S, QN, and Obj) and slide identification scored with a checklist rubric (D, S, QN, and Obj)

Assessment methods to be used to assess SLO #2: blueprinting questions on short-answer tests (D, S, QN, and Obj) and on laboratory practical exam (D, S, QN, and Obj)

Assessment methods to be used to assess SLO #3: blueprinting questions on short-answer tests (D, S, QN, and Obj)

3. For each SLO given above, identify *when* each assessment method will be used in the course in Fall 2010; 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 16).

SLO #1 Assessment Proposed Timeline → Weeks 3, 5, 7

SLO #2 Assessment Proposed Timeline → Weeks 3, 8, 11, 12, 14, 15

SLO #3 Assessment Proposed Timeline → Weeks 3, 8, 11, 12, 14, 15

4. 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*, 2<sup>nd</sup> edition by Linda Suskie)

Two sections will be involved. Initially that will mean approximately 50 students, although this number may decline throughout the semester. All students in each section will be involved.

5. 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 taught by Jill Stein.