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

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Division/Department: Biology & Chemistry

Course to be assessed for SLOs in Fall 2011: BIO 211 (Microbiology)

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1. What student learning outcomes (SLOs) will you assess in Fall 2011? 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: Demonstrate knowledge of fundamental concepts and themes in microbiology.
* SLO #2 CG 2: Proficiently use tools in the microbiology lab to perform appropriate laboratory procedures.

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? 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 method**s** to be used to assess SLO #1: Blueprinting questions on short-answer tests (D, SLO, S, QN, Obj)

Assessment method**s** to be used to assess SLO #2: Blueprinting questions on laboratory exams; use checklist rubrics to evaluate students’ performance during laboratory exercises on culturing/staining bacteria labs (D, SLO, P, S/F, QL/QN, Obj/Subj)

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 16).

SLO #1 Assessment Proposed Timeline 🡪 Weeks 1 & 2

SLO #2 Assessment Proposed Timeline 🡪 Weeks 3 – 7

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)

There are 9 sections of BIO 211 offered in Fall 2011. All students enrolled (~125 students total) in 5 designated sections are part of the assessment study cohort. These 5 sections include 3 day sections (2 taught by full-time instructors and 1 taught by an adjunct instructor) and 2 evening sections (both taught by adjunct instructors).

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?

All students from each of the following BIO 211 sections will participate: 001, 002, CW1, 0AC & 0BC.