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

SLOAT member’s name(s): Patrice Davis

Division/Department: Social Sciences/Criminal Justice

Course to be assessed for SLOs in Fall 2011: CJI 101

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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# 2: Demonstrate basic knowledge of criminal law and the rights of individual citizens.
* SLO #2: CG# 3: Describe the role of the criminal justice professional in the community and the organization and administration of the various entities in the criminal justice system.

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 & SLO #2: Blueprinted examination questions will be distributed to all sections and included on the midterm and final (D, S, QN, Obj) & a survey will be administered following the midterm (I, QL & 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 15).

SLO #1 & SLO #2: Assessment Proposed Timeline 🡪 Weeks 9, 10 & 15

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)

All 6 Fall 2011 sections of CJI 101 will be collecting SLO data for this assessment study. These sections include the following: 3 daytime, main campus, full-time faculty; 1 daytime, WEC, adjunct (non-staff); 1 evening, main campus, adjunct (staff); and 1 late-start evening, main campus, adjunct (non-staff). [Note: Currently, there are approximately 200 students enrolled in CJI 101: 105 (53%) enrolled in daytime, main campus, full-time faculty sections; 34 (17%) enrolled in daytime, WEC, adjunct non-staff sections; 34 (17%) enrolled in evening, main campus, adjunct staff sections; and 10 (13%) enrolled in late-start, evening, main campus, adjunct non-staff sections.]

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 ~200 Fall 2011 CJI 101 students are participating in this assessment (both blueprinted questions on exams and post-midterm surveys).