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

SLOAT member’s name(s): Eileen De Freece

Division/Department: Humanities/English

Course to be assessed for SLOs in Spring 2011: ENG 096

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

1. What student learning outcomes (SLOs) will you assess in Spring 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: Write a composition.
* SLO #2 CG 2: Implement critical reading techniques to analyze selected materials.
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? 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: Faculty will use a checklist rubric to evaluate student essays for the presence/mastery level of course objectives (D, F, QN, Obj).

Assessment method**s** to be used to assess SLO #2: A questionnaire will be administered to determine current students’ perception of their own learning (I, F, QN, Subj).

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 16).

SLO #1 Assessment Proposed Timeline 🡪 Weeks 7 & 14

SLO #2 Assessment Proposed Timeline 🡪 Weeks 8 – 9

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)

SLO #1: Twenty (20) sections of ENG 096 will participate in data collection, which could include as many as 100 students since the instructor of each section will be directed to collect data on 5 randomly-chosen students from their class roster to assess in the survey.

SLO #2: The same twenty (20) sections of ENG 096 as in SLO #1 will participate in data collection, which could include as many as 600 students. However, the number of students may decline throughout the semester.

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?

The following 20 ENG 096 sections will be involved in this assessment study: 006, 007, 008, 010, 011, 012, 014, 015, 016, 017, 018, 023, 024, 025, 026, 0AC, 0DC, 0EC, and 0GC.