

Course-Level Student Learning Outcome (SLO) Assessment Plan

SLOAT member's name(s): Richard Bogart

Division/Department: Humanities

Course to be assessed for SLOs in Fall 2010: ENG 101

~~~~~

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: Write a composition.
- SLO #2 CG 2: Recognize and use various modes of writing in order to develop expository, argumentative, and creative compositions.

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: A checklist rubric will be used to evaluate sampled student essays for the presence of the measurable objectives.

Assessment methods to be used to assess SLO #2: A student survey designed to measure self-assessment of readiness for the midterm and final exams.

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 → Rubrics should be performed during weeks six and ten, in conjunction with the assigning of papers.

SLO #2 Assessment Proposed Timeline → The survey would be conducted during week nine on the return of the midterm exam

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 Fall 2010? 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)

Thirty-seven (37) sections of ENG 101 are currently scheduled for the Fall 2010 semester. For each section, the instructor would be asked to examine the papers of five randomly selected students using the rubric to assess student achievement of SLO #1.

Each student in the 37 sections would be surveyed to assess student achievement of SLO #2.

5. Using ~~representative~~ random sampling, which sections or which students will be involved in using these assessment instruments and collecting SLO assessment data in Fall 2010?

Five students will be randomly selected from each section to assess SLO #1. And all students will be surveyed for SLO #2.