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

SLOAT member’s name(s): Kevin Hayes

Division/Department: Humanities

Course to be assessed for SLOs in Spring 2011: ENG 102

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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 Written and Oral Communication GEG: Students will communicate effectively in both speech and writing.
* SLO #2 CG #4: Demonstrate effective composition skills through the writing of critical essays about literary elements.

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: A checklist rubric will be used to evaluate sampled student essays for evidence of effective communication in writing twice during the course of the semester.

Assessment method**s** to be used to assess SLO #2: Because CG #4 is so closely related to GEG 1, the same checklist rubric will be used to evaluate sampled student essays in relation to the measurable course performance objectives (MPOs).

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 & SLO #2 Assessment Proposed Timeline 🡪 Rubrics will be used to evaluate sampled student writings in the fifth and ninth weeks of the semester.

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)

Thirty-three (33) sections of ENG 102 are currently scheduled for the Fall 2011 semester. For each section, the instructor would be asked twice during the semester to examine the papers of five randomly selected students using the rubric to assess student achievement of SLO #1 & SLO #2.

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?

Five students will be randomly selected from each section.