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

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Division/Department: Bilingual Studies Division

Course to be assessed for SLOs in Spring 2011: ESL 080

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1. What student learning outcomes (SLOs) will you assess in Spring 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 1: Recognize the correct use of the rules of grammar in speaking and

 writing.

* SLO #2 CG 2: Apply the rules of grammar for error analysis and correction.
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? 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: Tests are blueprinted to assess if students can recognize the basic verb tenses, the basic parts of the sentence, and nouns, pronouns and adjectives, which are the MPOs associated with CG 1.

Assessment method**s** to be used to assess SLO #2: Tests are blueprinted to assess if students can apply the rules of grammar when they use the Simple Present, Simple Past, and Past Progressive verb tenses according to the context, which are the MPOs associated with CG 2. Revision exercises are used to assess whether students can edit errors of the grammatical structures listed above. And homework in the form of text exercises and writing assignments assess if students can apply the rules of the grammatical structures listed above in their writing and speaking.

3. 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 15).

SLO #1 Assessment Proposed Timeline 🡪 A minimum of four (4) tests will be given throughout the semester. Of those four tests, only test 1 (to be given week 4 or 5) and test 4 (to be given week 13 or 14) will be used to collect data for assessment of the level of student mastery of the MPOs. In addition, one in-class composition will be given in week 12 and provide data for the MPO assessment.

SLO #2 Assessment Proposed Timeline 🡪

* Schedule for 2 tests as indicated above
* 2 revision exercises will be given on weeks 8 & 13
* 2 assignments from the textbook will be given in weeks 4 and 10 or 11
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)

Four (out of six) sections of approximately 24 students each will be involved in the assessment of ESL 080 during the 2011 Spring 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?

SLO assessment data will be collected in ESL 080 sections 001, 002, 003, and 004, which includes approximately 96 students total.