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

SLOAT member’s name(s): David Berry & Margaret M. Stevens

Division/Department: Humanities

Course to be assessed for SLOs in Spring 2011: HST 101

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

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: Demonstrate knowledge of some of the fundamental concepts and theories of historical events and ideas related to early human societies, classical, medieval, and early modern civilizations including but not limited to Egypt, Mesopotamia, India, China, Mesoamerica, Mongols and Europe.
* SLO #2 CG 3: Read, analyze, organize, and synthesize evidence, historical problems, and interpretations connected to the history of world civilizations.
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)?

Direct Assessment method**s** to be used to assess SLOs #1 & #2:

* + Student writing samples in the form of journal entries
	+ Locally designed quizzes and tests (objective)

Indirect Assessment method**s** to be used to assess SLOs #1 & #2:

* + Student surveys: Current students’ perceptions of their own barriers to learning (subjective)
	+ Quantitative data: initial enrollment numbers and withdrawal numbers (quantitative)
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 (CG 1) Assessment Proposed Timeline 🡪 Journal Entry (5 samples) in Week 2; Midterm (6 samples) in Week 7; Quiz (2 samples) in Week 9; Student Survey (59 samples) in Week 16.

SLO #2 (CG 3) Assessment Proposed Timeline 🡪 Journal Entry (5 samples) in Week 2; Midterm (7 samples) in Week 7; Quiz (2 samples) in Week 9; and Student Survey (59 samples) in Week 16.

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)
* 3 sections of HST 101 in the Spring 2011 semester were the sample population for a course that totaled 32 sections
* 124 students were enrolled in the 3 sections that were assessed, but not all students participated in the assessment process.
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?

3 sections, or ~ 124 students, will participate in data collection.