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

SLOAT member’s name(s): Nessie Hill

Division/Department: Humanities

Course to be assessed for SLOs in Fall 2011: JRN 141

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

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 CG 1: Demonstrate accurate, fair and factual oral and written communication skills in reporting, revising, covering and editing of relevant news stories acceptable by professional journalism standards.
* SLO #2 CG 2: Conduct effective research, interviews and evaluation of news.

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: Checklist rubrics will be used to evaluate sampled student writings and presentations for the presence of the measurable objectives; blueprinted test questions.

Assessment method**s** to be used to assess SLO #2: Checklist rubrics will be used to evaluate sampled student interview assignments/projects and presentations for the presence of the measurable objectives.; blueprinted test questions and homework assignments.

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 Assessment Proposed Timeline 🡪 Weeks 5 & then bi-weekly thereafter (for tests); writing assignments are also collected bi-weekly.

SLO #2 Assessment Proposed Timeline 🡪 Weeks 5 & then bi-weekly thereafter (for tests); writing assignments are also collected bi-weekly.

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)

The only JRN 141 class offered in Fall 2011 (section 001) will be involved in data collection.

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?

All students will participate from JRN 141-001.