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

SLOAT member’s name(s): Richard Alston

Division/Department: Humanities

Course to be assessed for SLOs in Fall 2011: MUS 115

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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 CG 1: Read intervals, rhythms, and melodies.
* SLO #2 CG 2: Sing intervals, rhythms, and melodies.

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 & SLO #2: A checklist rubric will be used to evaluate student performances throughout the semester.

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 🡪 Data will be collected on a regular basis throughout the semester including at midterm and during the final exam period.

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)

Two sections of MUS 115 (the only MUS 115 classes offered in Fall 2011) 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 both sections of MUS 115.