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

SLOAT member’s name(s): Linda McDonald Carter

Division/Department: Social Sciences

Course to be assessed for SLOs in Fall 2011: POL 104

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1. What student learning outcomes (SLOs) will you assess in Fall 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 PG (Paralegal Studies) Demonstrate skills in critical thinking, problem-solving, and effective communication.
* SLO #2 (GEG) Society and Human Behavior: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

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? 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: Vocabulary assessment activities will be conducted where students must demonstrate oral use of specific words relevant to POL 104 content. These activities will be evaluated by the instructors according to a checklist rubric.

Assessment method**s** to be used to assess SLO #2: Students will prepare a chart that includes at least 5 of the different components of the American government structure and system and define the purpose and describe the function of each component. These charts will be evaluated by the instructors according to a rated-scale rubric.

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 15).

SLO #1 Assessment Proposed Timeline 🡪 September – October 2011

SLO #2 Assessment Proposed Timeline 🡪 mid-November 2011

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)

All 8 main-campus sections of POL 104 will be involved in this assessment study. (Note: This excludes only 1 WEC section of POL 104 from data collection in Fall 2011.)

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 in all 8 main-campus sections (~280 students total) will participate in data collection.