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

SLOAT members’ names: Sean O’Connell

Division/Department: Humanities

Course to be assessed for SLOs in Fall 2011: RDG 096

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

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 CG 2: Apply critical thinking, analytical and comprehension skills to selected readings.
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: Use a rubric to evaluate midterm to determine the level of student achievement of various performance objectives and measure a student’s ability to use vocabulary in context while writing a coherent essay on a given text.

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 🡪 Week 9 Midterm and Week 15 Final (as suggested in the RDG 096 SLOAT Spring 2011 Final Report)

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)

All students in 6 sections of RDG 096 (sections 003, 009, 015, 0AC, 0CC & 0DC) will participate in the effort.

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?

Data will be collected on students enrolled in 3 daytime main campus sections and 3 evening main campus sections. This should be approximately 120 students.