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

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Division/Department: Math & Physics

Course to be assessed for SLOs in Fall 2011: MTH 086

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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 CG 1: Demonstrate knowledge of the fundamental concepts and theories from arithmetic, algebra and geometry.
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: Blueprint the final exam multiple-choice questions to the MPOs related to course goal #1. Assuming the equipment is available, results are to be collected on ScanTron sheets & tabulated via ScanTron software; otherwise, an online survey will be conducted to collect MPO results from each instructor. (D, S, QN, Obj) An online survey designed to assess student opinions, study habits, and attitudes toward math will be distributed to all students in the selected MTH 086 sections (i.e., the assessment cohort). Each instructor will be given a link to the online survey and will be directed to e-mail the link to the students in their section(s). (I, C, S, QN, Subj)

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 🡪 Online Student Opinion Survey – week of 10/24/2011; Final Exam – week of 12/11/2011

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)

There are 84 sections of MTH 086 (i.e., 2,101 students enrolled in MTH 086) offered during the regular Fall term of 2011. The 7 sections (i.e., 172 students) that were selected to participate in the SLOAT assessment study include sections held on the main and on the West Essex campuses, day and evening sections, and sections taught by full-time and adjunct faculty.

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?

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| Section | # of Students | Instructor | Full-time (F) Adjunct (A) | Day (D) Evening (E) | Main (M) West Essex (W) | Exam Version |
| 005 | 30 | John Bottgerbottgeru@aol.com | A | D | M | 1 & 2 |
| 019 | 26 | Ming McCallmccall@essex.edu | F | D | M | 1 & 2 |
| 025 | 32 | Ines Figueirasifigueir@essex.edu | F | D | M | 1 & 2 |
| 046 | 21 | Kristin SchulzKristin\_schulzg@yahoo.com | A | D | M | 1 & 2 |
| 0DC | 23 | Gamal SafaGamalmath086@yahoo.com | A | E | M | 3 & 4 |
| 0RC | 15 | Errol Campbell | A | E | M | 3 & 4 |
| CW6 | 25 | Nataliya Chentsovanchentsova@yahoo.com | A | D | W | 1 & 2 |