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

SLOAT member’s name(s): Rachel Pernia

Division/Department: Business

Course to be assessed for SLOs in Spring 2011: ACC 102

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1. What student learning outcomes (SLOs) will you assess in Spring 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 specific practice of using equity financing of operations.
* SLO #2 CG 2: Prepare specific financial reports and analyses.

1. For each SLO given above, what assessment method**s** (rubrics, assignments, tests, classroom assessment techniques, portfolios, surveys, etc.) will you implement in Spring 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 & SLO #2: Blueprinting questions from a multiple choice exam to MPOs

1. For each SLO given above, identify *when* each assessment method will be used in the course in Spring 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 & SLO #2 Assessment Proposed Timeline 🡪 Week of February 28 – March 11

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)

Five (5) sections of ACC 102 or approximately 150 students (5 sections x 30 students/section) – see details below

3 sections – R Pernia, full-time faculty (day)

1 section – full-time faculty (evening)

1 section – part-time faculty (weekend, WEC)

1. Using representative random sampling, which sections or which students will be involved in using these assessment instruments and collecting SLO assessment data in Spring 2011?

All students enrolled in the ACC 102 classes noted above will be tested. There is only one additional ACC 102 class that is not involved in SLOAT Spring 2011 data collection. It is a late-start class.