

## Basic Program Information

**Department Name: ACCOUNTING**

**Division Name: BSS**

**Program Mission(s):** The Foothill College Accounting faculty teaches students accounting theory and practice. Theory includes terminology, concepts and procedures. Practice includes problem-solving, research, and reporting.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
LISA DRAKE	ACTG	ASST. PROFESSOR
JOSE NAVA	ACTG	PROFESSOR
SARA SEYEDIN	ACTG	PROFESSOR / DEPT CHAIR

Total number of Full Time Faculty:	3
Total number of Part Time Faculty:	12

Please list all existing Classified positions: NONE
Example: Administrative Assistant I

List all Programs\* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
ASSOCIATE OF ARTS IN ACCOUNTING		X	
ACCOUNTING CERTIFICATE OF ACHIEVEMENT	X		
CPA EXAM PREPARATION CERTIFICATE	X		
CTEC PREPARATION			X
ENROLLED AGENT PREPARATION CERTIFICATE			X

\*If you have a supporting program or pathway in your area for which you will be making

resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

### Section 1: Data and Trend Analysis

#### a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
ASSOCIATE OF ARTS IN ACCOUNTING	30	15	21	40%
ACCOUNTING CERTIFICATE OF ACHIEVEMENT	7	2	0	-100%
CPA EXAM PREPARATION CERTIFICATE OF ACHIEVEMENT			N/A	NEW in 2013-14

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
CTEC CERTIFICATE	241	248	270	9%
ENROLLED AGENT PREPARATION	No Data on Exam Results	No Data on Exam Results	No Data on Exam Results	
CAREER CERTIFICATE IN TAX ACCOUNTING	4	2	3	50%
FINANCIAL ACCOUNTING CAREER CERTIFICATE	4	3	9	300%

ENROLLED AGENT PREPARATION CERTIFICATE	2	1	?	?
TAX SPECIALIST CERTIFICATE	4	2	2	0%
BOOKKEEPING SPECIALIST CERTIFICATE	17	10	16	60%
PAYROLL PREPARATION CERTIFICATE	16	21	17	-20%
CPA EXAM Preparation C. of Prof.			1	

**b. Department Level Data:**

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	3,022	3,443	4,106	19%
Productivity (College Goal 2013-14: 535)	488	498	493	-1%
Success	2,139 (76%)	2,494 (77%)	3,148 (77%)	0%
Full-time FTEF	3.0	3.0	3.0	3.0
Part-time FTEF	5.2	5.0	6.8	35%

**c. Associate Degree Transfer (ADT)**

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your program, you are required to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT: **NO TMC for ACTG.**

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to CCCC
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

**Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).**

- d. Enrollment trends:** Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

The Accounting Program's overall enrollment from 2012 to the 2013 academic year increased from 3,443 to 4,106 or 19%. The increase in enrollment meets expectations, given the addition of several new courses (e.g. ACTG 76) and increased online sections added to satisfy higher demand in our core courses (Actg 1A, 1B, and 1C).

**Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

Given an overall enrollment of 4,106, the overall success rate for 2012-2013 is 77% [3,148\*/4,106], which is flat as compared to prior year. The success rate for targeted ethnic groups increased slightly to 63% [518/827], from 62% in prior year, but remains low compared to not-targeted groups which reflect a success rate of 81% [2,630/3,263].

\*course success of 827 and 2,630 for targeted and not-targeted groups, respectively.

When compared against the division's (58%) and the College's (68%) success rate for targeted groups, the actg department is 5% higher and lower, respectively. More specifically as it relates to Latino success, the actg department shows a significant deficit when compared with both the division and the college by approximately 8-9%.

There is a significant difference in the age distribution of successful students in accounting with a larger proportion falling in the 25-39 age bracket. This makes sense given the number of workforce, working students who take our classes in order to qualify to sit for the CTEC exam, the Enrolled Agent Exam, and the CPA License Exam.

- e. Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

From a productivity perspective, the department decreased from 498 down to 493, a 1% decrease. In any case, productivity is lower by approximately 17% as compared to the college productivity of 510. Our seat count is set at 35\*, which has an adverse effect on the productivity formula for our classes.

\*Although the course outline for most our courses reflects 5-unit classes, the actual workload is well beyond the 60 hours of WSCH per student. Our course outlines include computerized accounting, writing, presentation, team, technology, and application skill sets that go beyond the theoretical content of most classes, hence the higher seat count. Additionally, with the ever-increasing complexity experienced in the accounting field over the last few years, the skills demanded by industry have changed. There is a now a higher emphasis on not just technical accounting skills, but also communication, interpersonal, collaboration, research, and problem-solving skills. The accounting department has responded by explicitly integrating these additional skills sets in most, if not all, our accounting coursework.

## Section 2: Student Equity and Institutional Standards

**As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)**

### **a. Institutional Standard for Course Completion Rate: 55%**

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

When compared against the division's (58%) and the College's (68%) success rate for targeted groups, the actg department is 5% higher and lower, respectively. More specifically as it relates to Latino success, the actg department shows a significant deficit when compared with both the division and the college by approximately 8-9%.

There is a significant difference in the age distribution of successful students in accounting with a larger proportion falling in the 25-39 age bracket. This makes sense given the number of workforce, working students who take our classes in order to qualify to sit for the CTEC exam, the Enrolled Agent Exam, and the CPA License Exam.

We are hoping that by offering this bridge to local high school students, a large proportion from the targeted ethnic groups, we can better prepare students for the rigors of accounting courses at Foothill or other institutions of higher learning.

To that end, the accounting department recently completed articulation agreement (Actg 60) with the Central County Occupational Center (CCOC). Actg 60 will be the bridge course between local high schools and our accounting program. We are currently in discussions to articulate Actg 60 directly with local high schools, such as Wilcox High Schools, in Mountain View.

### **b. Institutional Standard for Retention: 50%**

Please comment on the course retention data for your program, including any differences in retention rates by student demographics as well as efforts to address these differences, should they exist. **Retention is flat above 50% across all categories.**

### **c. Institutional Standard for Degree Completion Number: 450**

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Our AA in Actg awards increased in the 2012-2013 academic year from 15 to 21 or 40%. In prior year (2011-2012), the award rate had dropped from 30 to 15. A similar trend is reflected at the Division level. More specifically, the degree completion rate for African-Americans has remained steady over the last 3 years, while that of Asians (32 to 61) and Latinos (46 to 59) has increased significantly in the current academic year, compared to last. On the flip side, white students have shown a marked decrease over the

last 3 years from 95 down to 79. Perhaps, the overall demographics of the college has changed in absolute numbers as it relates to Asian, Latino and White students. This would explain the higher enrollment (an absolute number) and the flat success rate (% of total successful students).

**d. Institutional Standard for Certificate Completion Number (Transcriptable): 325**

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

In accounting, the value of certificates of achievement may not be valued in the same manner as a degree. Most of our student body fall into 3 categories: transfer or workforce, which in turn can be divided into 2 subcategories (cpa prep and career). Transfer students do not necessarily strive to obtain an associate's degree in accounting. They are instead preparing to transfer to a 4-year university to pursue a bachelor's degree. "CPA preparation" students are taking coursework to qualify to sit for the CPA exam. Certificates or degrees are not their objective. Career-track students are looking for a quick training opportunities to obtain technical-level work. Our "non-transcriptable" certificates are more appropriate in their estimation.

**e. Institutional Standard for Transfer to four-year colleges/universities: 775**

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

The following is data regarding transfers to the CSU system. We do not receive transfer information by major from UC.

2012-2013 academic year:

Number of transfers to CSU in the following related majors:

Accountancy (19)  
Accounting Information Systems (6)  
Business Administration (12)  
Finance (4)  
Industrial Technology  
International Business (5)  
Management (9)  
Marketing (11)

Accounting Courses are also required for other majors. For example, ACTG 1A is articulated for the following (partial list) of CSU and UC majors:

Actuarial Science  
Animal Science and Management  
Apparel Merchandising  
Computer Engineering  
Construction Management  
Criminal Justice (Paralegal)  
Economics  
Finance  
Graphic Communication  
Health Science

Hospitality Management  
Human Resource Management  
Interior Design  
Journalism  
Music Business  
Operation and Supply Chain Management  
Political Science  
Public Policy Administration  
Recreation Management  
Sustainable Manufacturing  
Textiles and Clothing  
Tourism

### Section 3: Core Mission and Support

**The College's Core Missions are reflected below. Please respond to each mission using the prompts below.**

**a. Basic Skills:** (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>  
If your program is categorized as a basic skills program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

If your program is NOT categorized primarily as a basic skills program, comment about how your program/classes supports Foothill's basic skills mission and students.

[Our core courses include required elements in writing and presentations.](#)

**b. Transfer:** For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

If your program is classified as a transfer program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

[Actg is both a workforce and transfer program. With respect to transfer, our learning outcomes, teaching, and assessment methods include content that prepares our students for upper division accounting coursework at 4-year universities. We align our course outlines to those of 4-year universities.](#)

If your program is NOT categorized primarily as a transfer program, please comment about how your program/classes support Foothill's transfer mission and students.

**c. Workforce:** For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

If your program is classified as a workforce program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

Actg is both a workforce and transfer program. With respect to workforce, our learning outcomes, teaching, and assessment methods include content that prepares our students for immediate application of accounting theory to the work environment. Our accounting advisory board is instrumental in keeping us informed as to what are the current skill requirements in industry.

Note: Per the ESMI report, accounting technology careers are projected to increase by approximately 3% per year until from 2012-2015. However, this report does not take into account the largest proportion of our workforce population taking our CPA exam preparation courses. This demographic would not be pursuing to complete any particular degree or certificate, so they would not be captured within their "completers" category.

If your program is NOT categorized as a workforce program, please comment about how your program/classes support Foothill's workforce mission and students.

#### **Section 4: Learning Outcomes Assessment Summary**

- a. Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed. [ATTACHED](#)
- b. Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed. Our PLOs are currently the same as for our CLOs, we expect our students to be able to both describe (2nd level cognition level) accounting concepts (theory) and apply (3rd level cognition level) techniques and procedures to accounting problems. The same data coming out for CLO's apply to the overall accounting program learning outcomes. However, we, as a department have not specifically discussed and/or reflected on the PLO's. We will do so in the upcoming academic year (2013-14).

#### **Section 5: SLO Assessment and Reflection**

**Based on your assessment data and reflections, please respond to the following prompts.**

- a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

We constantly, both formally within our departmental meetings and informally, discuss ways to improve our teaching and assessment methods to address the most challenging topics – especially within our core classes (Actg 1A, 1B, and 1C). We are in our second year in the development of departmental level lecture notes that can be used for both online and traditional classes. We are also currently starting work on the development of departmental level videos to be used across all sections in our core classes.

- b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

All courses learning outcomes are aligned to the delivery of content (theory) and skill sets (application)

- c. **How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?**

Our program level learning outcomes are directly aligned to the demands of the accounting/business field. Our Accounting Advisory Board guides us in this respect, at least on an annual basis – more often informally by our adjunct instructors who are current practitioners in the field. Certificate/degree program improvements have been made in response to industry demands, evidenced by the ongoing development of new courses over the last few years.

- d. **If your program has other outcomes assessments at the program level, comment on the findings.**
- e. **What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**  
Aside from what has already been mentioned above, the accounting department holds quarterly meetings and many informal ad-hoc meetings throughout the year to discuss teaching and assessment methods.

#### Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.

**List Previous Program Goals from last academic year:** check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1) Instructional Assistant: Departmental/Division resource person for development of departmental learning objects.	No	No	No Budget
2) Office space for Actg Lab	No	No	No Budget
3) Release time for Accounting Department Chair	No	No	No Budget
4) Develop new	Yes	Yes	Completed CPA Exam

certificates that are transcriptable			Prep C.A., others to come
5) Develop Associate-Transfer Degree per (SB 1440)	No	Yes	No TMC for Actg, however, Actg 1A-1C are part of the AST-Busi

**New Goals:** Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1) Instructional Assistant: Tutor	Long-term, ongoing	The college eliminated all existing tutorial services for actg in the prior year. Tutorial services are essential to actg student success.	Improved success rates, especially as related to "targeted ethnic groups" whose success rate is likely to fall behind even further after the elimination of the actg tutorial services in 2013.
2) Office space for Actg Lab	Long-term, ongoing	Actg requires hands-on projects for both transfer and workforce in order to satisfy the learning outcomes as demanded by both 4-yr institutions and industry.	Improved success rates, especially as related to "targeted ethnic groups".
3) Release time for Accounting Department Chair	Long-term, ongoing	The department chair and accounting faculty will not be able to continue to support the growth or even maintain the current level of administrative activities without freeing up time specifically to the management of the department.	Improved teaching effectiveness and retention for adjunct instructors

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## Section 7: Program Resources and Support

Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

### Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
1) Instructional Assistant: Tutor	\$ 45,000	Goal 1	no

### Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n) <b>No</b>	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) <b>No</b>	

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time
Departmental Chair Duties	\$ 24,000	Goal 3	11% per quarter	

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**One Time B Budget Augmentation**

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

**Ongoing B Budget Augmentation**

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

**Facilities and Equipment**

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Office space for Actg Lab	N/A	Goal 2	no

**Section 8: Program Review Summary**

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
Goals 1-3	No Budget, deemed not necessary

**a. After reviewing the data, what would you like to highlight about your program?**

Our accounting program is thriving despite a difficult economy and serious competitive challenges - especially from private institutions which move much faster to satisfy student (customer) and employer demands. Our college, like most other colleges, is unable to change or unable to change quickly enough. For the most part, there are good reasons for such inaction or lack of urgency.

Nonetheless, the accounting department is nearing the end of the current revamp which has taken approximately 15 years to accomplish. We probably are 1 or 2 courses away from what could be considered a fully comprehensive accounting curriculum, which is set to satisfy the demands of the field for the next several years. However, within the next few years, we will need to determine how to best revamp the program once again for the following generations. The complexity of the accounting field is increasing and the demands from industry continue to escalate. As a college, we need to do a better job at reacting to these changes.

## Section 9: Feedback and Follow Up

**This section is for the Dean to provide feedback.**

**a. Strengths and successes of the program as evidenced by the data and analysis:**

The Foothill Accounting Program is an outstanding academic discipline that has grown significantly in the past three years and has added an outstanding new full-time faculty member in Lisa Drake. The program has a contingent of experienced part-time faculty who work in the industry and bring current experience to the classroom. The three full-time faculty members work well together and put strong focus on improving the quality of instruction. The faculty keep their curriculum and SLOs up to date and take part in division and college level committees and governance groups. The program serves both transfer focused students and working adults seeking to advance their careers. Enrollment is very strong and productivity is high.

**b. Areas of concern, if any: No areas of concern.**

**c. Recommendations for improvement:**

The program is adjusting to the change in the tutorial center and it is recommended the faculty work with the Dean and the Learning Resource Center to come up with a way to serve accounting students in the new model. The program is continuing to hire new part-time faculty to serve the growing demand for both online and face to face classes.

**d. Recommended next steps:**

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

*Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.*

# Unit Course Assessment Report - Four Column

## Foothill College Department - Accounting (ACTG)

**Mission Statement:** The Foothill College Accounting faculty teaches students accounting theory and practice. Theory includes terminology, concepts and procedures. Practice includes problem-solving, research, and reporting.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Accounting (ACTG) - ACTG 1A - FINANCIAL ACCOUNTING I - SLO 1 - Theory - Explain financial accounting terminology, concepts, principles, and frameworks. [SLO1a:Theory]. (Created By Department - Accounting (ACTG))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 25 MC Questions</p> <p><b>Assessment Method Type:</b> Departmental Questions</p> <p><b>Target for Success:</b> 70%</p>	<p>08/09/2013 - The average score of 8 chapter quizzes midterms for summ 2013 was above 80%. The MAL formative quizzes were given on an unlimited time basis (2 attempts).</p> <p>A. Content of course  The content of the course would remain the same.</p> <p>B. Teaching methods  Emphasis will continue to be placed on practice problems. Refer to SLO reflection for more detail.</p> <p>C. Assignments  Homework assignments will remain mostly intact.</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.)  Course evaluation procedures combination of exams, homework, papers, practice exams will continue. In class practice problems will be expanded.</p> <p>E. SLO  Students will be able to :  1. Explain financial accounting terminology, principles, and concepts.  2. Explain financial accounting methods and/or</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>procedures.</p> <p>F. The Assessment for the SLO</p> <p>G. Other</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>Continue to provide (expand) knowledgeable tutors for traditional, hybrid and online courses to help students reinforce what they have learned in class.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Related Documents:</b></p> <p><a href="#">1a torreto</a> <a href="#">1A nava</a></p>	
<p>Department - Accounting (ACTG) - ACTG 1A</p> <p>- FINANCIAL ACCOUNTING I - SLO 2 -</p> <p>Application - Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems. (Created By Department - Accounting (ACTG))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 25 MC Questions</p> <p><b>Assessment Method Type:</b> Departmental Questions</p> <p><b>Target for Success:</b> 70%</p>	<p>08/09/2013 - The average score of 3 midterms for my winter 2011 "1B" classes totaling 74 students was 77%. The final exam average score for my winter 1B classes was still lower at 68%. I believe the difference at least partially reflects the questions selected for the final exam which includes "appendix" questions had not been taught. Review of the appendix materials to be included in class should be discussed.</p> <p>2) Given the results of this assessment, describe what changes will be made, if any to the following:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>A. Content of course</p> <p>The content of the course would remain the same.</p> <p>B. Teaching methods</p> <p>Emphasis will continue to be placed on practice problems in class being expanded while lecture time would be reduced. This seems to be effective judging from the over 10 % point increase in average scores from my fall class to the winter classes.</p> <p>C. Assignments</p> <p>Homework assignments will remain mostly in tact.</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.)</p> <p>Course evaluation procedures combination of exams, homework, papers, practice exams will continue. In class practice problems will be expanded.</p> <p>E. SLO</p> <p>Students will be able to :</p> <ol style="list-style-type: none"> <li>1. Explain financial accounting terminology, principles, and concepts.</li> <li>2. Explain financial accounting methods and/or procedures.</li> </ol> <p>F. The Assessment for the SLO</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>G. Other</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>Continue to provide (expand) knowledgeable tutors for traditional, hybrid and online courses to help students reinforce what they have learned in class.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
	<p><b>Assessment Method:</b> Exam with at least 1 problem representing all or selected chapters/topics.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of class will score 70% or more on each problem.</p>	<p>12/13/2013 - The average score of 8 chapter quizzes and a final midterms for summ 2013 was above 80%. The MAL-based formative quizzes were given on an unlimited time basis (2 attempts). The MAL-based final was given based on 1 take, 120 min time limit, 6 problems from ch 5, 6, 7, and 8. On all problems, target of 80% was met.</p> <p>A. Content of course</p> <p>The content of the course would remain the same.</p> <p>B. Teaching methods</p> <p>Emphasis will continue to be placed on practice problems. Refer to SLO reflection for more detail.</p> <p>C. Assignments</p> <p>Homework assignments will remain mostly intact.</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.)</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Course evaluation procedures combination of exams, homework, papers, practice exams will continue. In class practice problems will be expanded.</p> <p>E. SLO</p> <p>Students will be able to :</p> <ol style="list-style-type: none"> <li>1. Explain financial accounting terminology, principles, and concepts.</li> <li>2. Explain financial accounting methods and/or procedures.</li> </ol> <p>F. The Assessment for the SLO</p> <p>G. Other</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>Continue to provide (expand) knowledgeable tutors for traditional, hybrid and online courses to help students reinforce what they have learned in class.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Related Documents:</b> <a href="#">1A nava</a></p>	

Department - Accounting (ACTG) - ACTG 1B **Assessment Method:**

- FINANCIAL ACCOUNTING II - SLO 1 - 20+ Theory questions by chapter (5 General Theory - Explain financial accounting terminology, concepts, principles, questions per hour of instruction; at least 1

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>and frameworks. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>per learning objective) - FORMATIVE ASSESSMENT</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of students will correctly respond to 70% of the questions used in the assessment.</p>	<p><b>Assessment Method:</b> 10+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT</p> <p>10+ Problems by chapter (1 per learning objective per chapter) - FORMATIVE ASSESSMENT.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> At least 70% of students will correctly respond to 70% of the questions/problems.</p>	<p>03/28/2013 - RESULTS SLO 1 Explain financial accounting terminology, concepts, principles, and frameworks. [Theory]. Assessment Method: Formative quizzes in MAL; approximately 3 assessment items per hour of instruction, no objective questions in summative assessments (all problems) Settings: Unlimited time; 2 Attempts; Randomly-drawn questions from preselected question pools different questions fed within each attempt score displayed after submission, including key</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>49 46 92% 87%</p> <p>Sum 556 483 427 87% 77%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Related Documents:</b> <a href="#">ACTG 1B DATA RESULTS W13</a></p>	
<p>Department - Accounting (ACTG) - ACTG 1B - FINANCIAL ACCOUNTING II - SLO 2 - Application - Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Problem-Solving Tasks by chapter (at least 1 per learning objective) - FORMATIVE ASSESSMENT</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of students will correctly solve 70% of the problem-solving tasks</p>	<p>03/28/2013 - RESULTS SLO 2 Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems [Application] Assessment Method: Formative exercises and problems in MAL; approximately 1 assessment item per learning objective</p> <p>Unit</p> <p>Learning Outcome: # of Submissions   scores and % &gt;= 70%, 80%</p> <p>Unit Learning Outcome: # of Submissions   scores and % &gt;= 70%, 80% ULO 9: Accounting for Non-Current Assets 69 61 57 88% 83% ULO 10: Accounting for Current Liabilities 70 67 58 96% 83% ULO 11: Accounting for Long-Term Liabilities 66 56 47 85% 71% ULO 12: Accounting for Corporate Transactions (Equity) 60 47 41 78% 68% ULO 13: Accounting for Corporate Transactions (Equity Part 2) 60, 54, 51, 90%, 85% ULO 14: Preparing a Statement of Cash Flows 60 51 44 85% 73% ULO 15: Performing Financial Statement Analysis 61 53 48 87% 79% ULO S: Accounting for Investments 57 45 35 79% 61% ULO P: Accounting for Partnership Transactions 53 49 46 92% 87% Sum 556 483 427 87% 77%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up	
		<b>Related Documents:</b> <a href="#">ACTG 1B DATA RESULTS W13</a>		
Department - Accounting (ACTG) - ACTG 1C - MANAGERIAL ACCOUNTING - SLO 1 - General Theory - Explain managerial accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG))	<b>Assessment Method:</b> 20+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70% of students will correctly respond to 70% of the questions in the assessments.	06/27/2013 - RESULTS SLO 1 Explain financial accounting terminology, concepts, principles, and frameworks. [Theory]. Assessment Method: Formative quizzes in MAL; approximately 5 assessment items per hour of instruction, no objective questions in summative assessments (all problems) Settings: Unlimited time; 2 Attempts; Randomly-drawn questions from preselected question pools different questions fed within each attempt score displayed after submission, including key		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Related Documents:</b> <a href="#">ACTG 1C DATA RESULTS SP13</a></p>	
<p>Department - Accounting (ACTG) - ACTG 1C - MANAGERIAL ACCOUNTING - SLO 2</p> <p>- Application - Perform related calculations and demonstrate the ability to use methods and /or procedures to solve managerial accounting problems. (Created By Department - Accounting (ACTG))</p>	<p><b>Assessment Method:</b> Problem-solving tasks by chapter (at least 1 per learning objective) - FORMATIVE ASSESSMENTS</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of students will successfully solve 70% of the problem-solving tasks.</p>	<p>06/27/2013 - RESULTS SLO 2 Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems. [Application] Assessment Method: Formative exercises and problems in MAL; approximately 1 assessment item per learning objective</p>	<p>01/08/2014 - ULO's relate to the chapters in the textbook. ULO's 21 &amp; 23 appears to be more challenging than all other chapters in the course. Ch 21 deals with Capital Investing Decisions and Ch 23 deals with budgeting (profit-planning). Two changes should be considered: 1. increase the allotted time from 1 week to 2 weeks, if time allows. 2. Perhaps an alternative presentation would be useful to improve student comprehension of the material in this chapter. The presentation should include a dynamic demonstration of how the various budgets flow and depend on each other: Sales to the budgeted financial statements.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Accounting (ACTG) - ACTG  51A - INTERMEDIATE ACCOUNTING I - 1a  - Theory - Explain intermediate financial accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG))</p> <p><b>Assessment Cycles:</b>  End of Academic Year</p> <p><b>Start Date:</b>  01/01/2013</p> <p><b>End Date:</b>  03/31/2013</p> <p><b>Course-Level SLO Status:</b>  Active</p>	<p><b>Assessment Method:</b>  Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course.</p> <p><b>Assessment Method Type:</b>  Exam - Course Test/Quiz</p> <p><b>Target for Success:</b>  70%</p>	<p>10/02/2013 - Based on the test evaluation , less than 20% of the students were evaluated as being less than acceptable. Based on the midterm and final exam, I determined that the overall understanding of financial accounting methods and procedures was approximately at 85%.</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2012-2013</p> <p><b>Related Documents:</b>  <a href="#">Grades Wiley - RAW TracDat</a>  <a href="#">10.2013.csv</a></p>	
<p>Department - Accounting (ACTG) - ACTG  51A - INTERMEDIATE ACCOUNTING I - 1b  - Application - Perform related calculations and demonstrate the ability to use methods and /or procedures to solve intermediate financial accounting problems. (Created By Department - Accounting (ACTG))</p> <p><b>Assessment Cycles:</b>  End of Academic Year</p> <p><b>Course-Level SLO Status:</b>  Active</p>	<p><b>Assessment Method:</b>  Formative and/or summative assessments, including representative problems from chapters/topics covered in the class.</p> <p><b>Assessment Method Type:</b>  Exam - Course Test/Quiz</p> <p><b>Target for Success:</b>  70%</p> <p><b>Assessment Method:</b>  Formative and Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course.</p> <p><b>Assessment Method Type:</b>  Exam - Course Test/Quiz</p> <p><b>Target for Success:</b>  70%</p>	<p>07/03/2013 - Based on the test evaluation , less than 20% of the students were evaluated as being less than acceptable. Based on the midterm and final exam, I determined that the overall understanding of financial accounting methods and procedures was approximately at 85%.</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2012-2013</p> <p><b>Related Documents:</b>  <a href="#">Grades Wiley - RAW TracDat</a>  <a href="#">10.2013.csv</a></p>	
Department - Accounting (ACTG) - ACTG			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>51B - INTERMEDIATE ACCOUNTING II - SLO 1 - General Theory - Explain intermediate financial accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>End Date:</b> 09/16/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70%</p>	<p>09/16/2013 - Grades from the two exams and a Diagnostic Assessment testing (Weekly Quizzes) are used to assess the students' accounting knowledge, which are included in this analysis. Also included is an indicator of overall academic ability grade point average. Based on this information and students' results on the exam and quizzes, it is evident that students performed quite well on the midterm and final exam. Approximately 83% of the students performed over 80% in this intermediate accounting course.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Related Documents:</b>  <a href="#">Wiley Plus grades Acctg 51B</a>  <a href="#">TracDat 2013.xlsx</a> </p>	
<p>Department - Accounting (ACTG) - ACTG 51B - INTERMEDIATE ACCOUNTING II - SLO 2 - Application - Perform related calculations and demonstrate the ability to use methods and /or procedures to solve intermediate financial accounting problems (Created By Department - Accounting (ACTG))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>End Date:</b> 09/16/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Formative and/or summative assessments, including representative problems from chapters/topics covered in the class.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70%</p>	<p>09/16/2013 - Grades from the two exams and a Diagnostic Assessment testing (Weekly Quizzes) are used to assess the students' accounting knowledge, which are included in this analysis. Also included is an indicator of overall academic ability grade point average. Based on this information and students' results on the exam and quizzes, it is evident that students performed quite well on the midterm and final exam. Approximately 83% of the students performed over 80% in this intermediate accounting course.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Related Documents:</b>  <a href="#">Wiley Plus grades Acctg 51B</a>  <a href="#">TracDat 2013.xlsx</a> </p>	
Department - Accounting (ACTG) - ACTG			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>51C - INTERMEDIATE ACCOUNTING III - SLO 1 - Problem-Solving - Formative and/or summative assessments, including representative problems from chapters/topics covered in the class. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% success rate</p>	<p>10/02/2013 - Based on the test evaluation , less than 20% of the students were evaluated as being less than acceptable. Based on the midterm and final exam, I determined that the overall understanding of financial accounting methods and procedures was approximately at 85%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Related Documents:</b> <a href="#">Gradebook Summer 2013.xls</a></p>	
<p>Department - Accounting (ACTG) - ACTG 51C - INTERMEDIATE ACCOUNTING III - SLO 2 - Theory - explain financial accounting terminology, principles, concepts, methods, and /or procedures ? at intermediate level (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% success rate</p>	<p>10/02/2013 - Based on the test evaluation , less than 20% of the students were evaluated as being less than acceptable. Based on the midterm and final exam, I determined that the overall understanding of financial accounting methods and procedures was approximately at 85%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Related Documents:</b> <a href="#">Gradebook Summer 2013.xls</a></p>	
<p>Department - Accounting (ACTG) - ACTG 58 - AUDITING - SLO 2: Application - A successful student will be able to perform related calculations and demonstrate the ability to use methods and /or procedures to solve auditing problems.  (Created By Department - Accounting (ACTG))</p> <p><b>Start Date:</b> 09/19/2011</p> <p><b>Course-Level SLO Status:</b></p>	<p><b>Assessment Method:</b> Multiple Choice Questions(1 quiz, 2 midterm exams, and final exam)</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70%</p>	<p>10/13/2013 - Fall 2012 The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 85.7% representing students' understanding of auditing terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p>Winter 2013 The results of exams(1 quiz, 2 midterm exams,</p>	<p>10/13/2013 - For the current fall 2013 quarter I have allowed less time to complete the midterms and final exam. This change was the result of performing an analysis of 2012-13 exam data extracted from Etudes. The consequence of this change is that students will have less time to answer each exam question.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		<p>and final exam) indicates an average overall percentage of 88.5% representing students' understanding of auditing terminology, concepts, principles, and frameworks.</p> <p>Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p>Spring 2013</p> <p>The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 87.8% representing students' understanding of auditing terminology, concepts, principles, and frameworks.</p> <p>Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
<p>Department - Accounting (ACTG) - ACTG 58</p> <p>- AUDITING - SLO 1: Theory - A successful student will be able to explain auditing terminology, concepts, principles, and frameworks.</p> <p>(Created By Department - Accounting (ACTG))</p> <p><b>Start Date:</b> 09/19/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Multiple Choice Questions(1 quiz, 2 midterm exams, and final exam)</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70%</p>	<p>10/13/2013 - Fall 2012</p> <p>The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 85.7% representing students' understanding of auditing terminology, concepts, principles, and frameworks.</p> <p>Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p>Winter 2013</p> <p>The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 88.5% representing students'</p>	<p>10/13/2013 - Continue with current teaching methods. I will add and update videos in the course as appropriate.</p> <p>C. Assignments For the 2012-2013 academic year, there were 6 homework assignments and 2 discussion questions. I changed or modified the homework assignments and discussion questions each quarter. I will continue with this practice.</p> <p>C. Course evaluation procedures (e.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>understanding of auditing terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p>Spring 2013 The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 87.8% representing students' understanding of auditing terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None</p>	<p>g., quizzes, exams, papers, etc.). For the current fall 2013 quarter, I have allowed less time to complete the midterms and final exam. This change was the result of performing an analysis of the 2012-2013 exam data extracted from Etudes. The consequence of this change is that students will have less time to answer each exam question.</p>
<p>Department - Accounting (ACTG) - ACTG 59</p> <p>- FRAUD EXAMINATION - Theory - A successful student will be able to explain fraud examination terminology, principles, and concepts. (Created By Department - Accounting (ACTG))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 1quiz, 2 midterm exams, and final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% or better</p>	<p>10/13/2013 - Fall 2012 The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90.5% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods and /or procedures</p> <p>Spring 2013 The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90.3% representing students' understanding of Fraud Examination terminology,</p>	<p>10/13/2013 - B. Teaching methods Continue with current teaching methods. I will add and update videos in the course as appropriate.</p> <p>C. Assignments For the 2012-2013 academic year, there were 6 homework assignments and 2 discussion questions. I changed or modified the homework assignments and discussion questions each quarter. I will continue with this this practice</p> <p>C. Course evaluation procedures (e.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods and /or procedures</p> <p>Summer Session 1 The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 89.7% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods and /or procedures</p> <p>Summer Session 2 The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90.3% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods and /or procedures</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None</p>	<p>g., quizzes, exams, papers, etc.). For the current fall 2013 quarter, I have allowed less time to complete the midterms and final exam. This change was the result of performing an analysis of the 2012-2013 exam data extracted from Etudes. The consequence of this change is that students will have less time to answer each exam question.</p>
<p>Department - Accounting (ACTG) - ACTG 59 - FRAUD EXAMINATION - Application - A successful student will be able to perform related calculations and demonstrate the ability to use methods and /or procedures to detect financial fraud. (Created By Department - Accounting (ACTG)</p>	<p><b>Assessment Method:</b> Exams (1 quiz, 2 mid-terms and final exam)</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% or better</p>	<p>10/13/2013 - Fall 2012 The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90.5% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students'</p>	<p>10/13/2013 - B. Teaching methods Continue with current teaching methods. I will add and update videos in the course as appropriate.</p> <p>C. Assignments</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>		<p>understanding also includes their ability to describe and perform fraud examination methods and /or procedures</p> <p>Spring 2013 The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90.3% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods and /or procedures</p> <p>Summer Session 1 The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 89.7% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods and /or procedures</p> <p>Summer Session 2 The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90.3% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods and /or procedures</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>For the 2012-2013 academic year, there were 6 homework assignments and 2 discussion questions. I changed or modified the homework assignments and discussion questions each quarter. I will continue with this this practice</p> <p>C. Course evaluation procedures (e.g., quizzes, exams, papers, etc.). For the current fall 2013 quarter, I have allowed less time to complete the midterms and final exam. This change was the result of performing an analysis of the 2012-2013 exam data extracted from Etudes. The consequence of this change is that students will have less time to answer each exam question.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Resource Request:</b> None</p> <p><b>Resource Request:</b> None</p> <p><b>Resource Request:</b> None</p>	
Department - Accounting (ACTG) - ACTG 60 - ACCOUNTING FOR SMALL BUSINESS - SLO 1 - Context - Explain financial accounting terminology, concepts, and principles related to a service and merchandise company. (Created By Department - Accounting (ACTG))	<p><b>Assessment Method:</b> Multiple Choice Questions</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>12/08/2013 - Enrollment in Accounting 60 during Spring 2013 was 29. 97% of the students scored greater than 70% and 87% of the students scored greater than 80%. Highest scoring chapters were 1, 2, and 3.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
Course-Level SLO Status: Active			
Department - Accounting (ACTG) - ACTG 60 - ACCOUNTING FOR SMALL BUSINESS - SLO 2 - Application - Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems. (Created By Department - Accounting (ACTG))	<p><b>Assessment Method:</b> Excel assignments which include analyzing transactions, preparation of financial statements, and bank reconciliation preparation.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p>	<p>12/08/2013 - There were an average of 24 submissions. 89% of the students scored greater than 70% on the assignments, 87% of the students scored greater than 80% on the assignments.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
Course-Level SLO Status: Active			
Department - Accounting (ACTG) - ACTG 64A - COMPUTERIZED ACCOUNTING PRACTICE USING QUICKBOOKS - SLO 1 - Data entry - Apply accounting principles and procedures by data entry of business transactions into a computerized accounting program. (Created By Department - Accounting (ACTG))	<p><b>Assessment Method:</b> Formative assignments assessing both accounting skills and knowledge of computerized software. Assignments consisted of initially running reports, software familiarity exercises with progression to developing financial records for companies from scratch with increasing difficulty.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p>	<p>12/08/2013 - Students are comfortable entering transactions in Quickbooks , Printing and Analyzing financial statements on Quickbooks such as Income Statements, Balance sheet and Cash flows. However improvement is needed in the areas of entering adjusting journal entries, correction of errors and also entering payroll transactions. Students' knowledge of Accounting principles to be strengthened.</p> <p><b>Result:</b> Target Met</p>	
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Target for Success:</b> Scores of 70% or better on assignments.</p>	<p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
<p>Department - Accounting (ACTG) - ACTG 64A - COMPUTERIZED ACCOUNTING PRACTICE USING QUICKBOOKS - SLO 2 - Creating financial reports - Integrate knowledge of accounting principles and a computerized accounting program into various financial statements and reports. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Two summative assignments. One an accumulation of a case study started in the SLO1 assignments and other a complete set of accounting records for a company from inception through close of an accounting cycle.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Scores of 70% or better on the assignments.</p>	<p>12/08/2013 - Students are comfortable entering transactions in Quickbooks , Printing and Analyzing financial statements on Quickbooks such as Income Statements, Balance sheet and Cash flows. However improvement is needed in the areas of entering adjusting journal entries, correction of errors and also entering payroll transactions. Students' knowledge of Accounting principles to be strengthened. Perhaps with videos and some assessments that (quizzes, tests) that reinforce students' existing accounting knowledge.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
<p>Department - Accounting (ACTG) - ACTG 64B - COMPUTERIZED ACCOUNTING PRACTICE USING EXCEL - SLO 1 - Data entry - Apply accounting principles and procedures by data entry of business transactions into a computerized spreadsheet program. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Formative assessments determining both accounting skills and knowledge of spreadsheet program. Assignments consist of predesigned working papers to give students a feel for the design of working papers and progressing through increasingly more complex accounting concepts and principles.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Scores of 70% or better on assignments.</p>	<p>12/08/2013 - Students are comfortable inputting formulas in spreadsheets and creating templates .With the notes provided, students are able to write IF statements and are able to create Pivot tables. However improvement is needed on recording adjusting journal entries, Preparing Statement of stockholders' equity, Payroll journal entries and presentation formats of Financial statements . Students' knowledge of basic Accounting entries and Accounting principles to be strengthened. The use of online videos and quizzes/tests to reinforce students' basic accounting knowledge would be helpful.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Accounting (ACTG) - ACTG 64B - COMPUTERIZED ACCOUNTING PRACTICE USING EXCEL - SLO 2 - Creating financial reports - Integrate knowledge of various accounting principles and the spreadsheet program into various accounting work papers and financial reports. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 2 formative assignments designed to develop models independently without preprogrammed templates. 1 summative assignment consisting of interrelated data and financial statement presentation.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Scores of 70% or better on assignments.</p>	<p>12/08/2013 - Students are comfortable inputting formulas in spreadsheets and creating templates. With the notes provided, students are able to write IF statements and are able to create Pivot tables. However improvement is needed on recording adjusting journal entries, Preparing Statement of stockholders' equity, Payroll journal entries and presentation formats of Financial statements . Students' knowledge of basic Accounting entries and Accounting principles to be strengthened. The use of online videos and quizzes/tests to reinforce students' basic accounting knowledge would be helpful.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
<p>Department - Accounting (ACTG) - ACTG 65 - PAYROLL &amp; BUSINESS TAX ACCOUNTING - SLO 1 - Rules and Procedures - Explain current federal payroll tax accounting rules and procedures. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Multiple-choice questions</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Related Documents:</b> <a href="#">reflection for acctg65_winter2012.xlsx</a></p>	<p>12/08/2013 - I found that the students took a particular loss of interest in making sure to complete the homework assignments. This could be due to the large point value difference between the two formats. The exams are worth 60 points, whereas the homework assignments are worth 6 points. The workload is relatively the same to fulfill and do well in both assignments, however, the fact that the test is literally ten times the value of the homework, brings the student to a strategic decision on where best to devote their time. After analyzing the data, I noticed that out of 62 possible homework submissions, only 47 were actually "turned-in" by the students.</p> <p>15 of the 21 assignments that resulted in "zeroes" were because the students neglected to turn the assignment in (quite possibly because of the reasons above). This dilemma leads to a loss of</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>the students being able to perform payroll and business tax accounting-related calculations and demonstrate the ability to use methods and/or procedures to solve accounting problems. As one would imagine, none of the students "neglected" to take the exam. Neglecting 60 points is much more difficult than doing the same with 6. (Interestingly, the students who neglected both homework assignments had an average test score of over 94%. The class average without those students was 87%.)</p> <p>2) Given the results of this assessment, describe what changes will be made, if any to the following:</p> <ul style="list-style-type: none"> <li>A. Content of course</li> <li>a. Content will remain the same.</li> <li>B. Teaching methods</li> <li>a. Methods will remain unchanged.</li> <li>C. Assignments</li> <li>a. Assignments will be given a higher point value.</li> </ul> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
<p>Department - Accounting (ACTG) - ACTG 65 - PAYROLL &amp; BUSINESS TAX</p> <p>ACCOUNTING - SLO 2 - Application - Perform related calculations and demonstrate the ability to apply rules and /or procedures to solve payroll tax accounting problems. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The assignments included preparation of different payroll forms such as Form 941, W-2 and W-3 and preparation of a comprehensive payroll register for a company with 10 employees.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p>	<p>12/08/2013 - I found that the students took a particular loss of interest in making sure to complete the homework assignments. This could be due to the large point value difference between the two formats. The exams are worth 60 points, whereas the homework assignments are worth 6 points. The workload is relatively the same to fulfill and do well in both assignments, however, the fact that the test is literally ten times the value of the homework, brings the student to a strategic decision on where best to devote their time. After analyzing the data, I noticed that out of 62 possible homework submissions, only 47 were actually "turned-in" by the students.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>15 of the 21 assignments that resulted in "zeroes" were because the students neglected to turn the assignment in (quite possibly because of the reasons above). This dilemma leads to a loss of the students being able to perform payroll and business tax accounting-related calculations and demonstrate the ability to use methods and/or procedures to solve accounting problems. As one would imagine, none of the students "neglected" to take the exam. Neglecting 60 points is much more difficult than doing the same with 6. (Interestingly, the students who neglected both homework assignments had an average test score of over 94%. The class average without those students was 87%).</p> <p>2) Given the results of this assessment, describe what changes will be made, if any to the following:</p> <ul style="list-style-type: none"> <li>A. Content of course <ul style="list-style-type: none"> <li>a. Content will remain the same.</li> </ul> </li> <li>B. Teaching methods <ul style="list-style-type: none"> <li>a. Methods will remain unchanged.</li> </ul> </li> <li>C. Assignments <ul style="list-style-type: none"> <li>a. Assignments will be given a higher point value.</li> </ul> </li> <li>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) <ul style="list-style-type: none"> <li>a. Exams will remain the same.</li> </ul> </li> <li>E. SLO <ul style="list-style-type: none"> <li>a. These will remain the standard for the course.</li> </ul> </li> <li>F. The Assessment for the SLO <ul style="list-style-type: none"> <li>a. There will be greater detail given to what the questions/homework problems are actually addressing in accordance with the unit-level outcomes.</li> </ul> </li> <li>G. Other <ul style="list-style-type: none"> <li>a. Restructuring of the course to have proper point and time spent equity.</li> </ul> </li> </ul> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Resource Request:</b> After reevaluating the point system for the course, I would perform a simulation of how a student would then “strategically” view the course. This would allow myself as the instructor to ensure proper equity among the assessments in both time spent p</p> <p><b>Resource Request:</b> After reevaluating the point system for the course, I would perform a simulation of how a student would then “strategically” view the course. This would allow myself as the instructor to ensure proper equity among the assessments in both time spent p</p>	
<p>Department - Accounting (ACTG) - ACTG 66 - COST ACCOUNTING - SLO 1 - General Theory - Explain cost accounting terminology, principles, and concepts. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> [Application] Formative exercises and problems in MAL; approximately 1 assessment item per learning objective Quizzes (ch 1 - 7) and Final (Comprehensive with 35 comprehensive questions) Midterm: 4 problems: ch 5, ch 4, ch 3, ch 2 FINAL: 10 problems: ch 6, ch 7, ch 8, ch 9, ch 10. major LO's covered Limited time; 3 Hours; HW Items, paralleling assigned hw items presented in Modules score displayed after submission, including key</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Assessment Method:</b> 10+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT</p>	<p>06/27/2013 - RESULTS SLO 1 Explain financial accounting terminology, concepts, principles, and frameworks. [Theory]. Assessment Method: Formative quizzes in MAL; approximately 3 assessment items per hour of instruction, no</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>10+ Problems by chapter (1 per learning objective per chapter) - FORMATIVE ASSESSMENT.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70%</p>	<p>objective questions in summative assessments (all problems) Settings: Unlimited time; 2 Attempts; Randomly-drawn questions from preselected question pools different questions fed within each attempt score displayed after submission, including key</p> <p>Unit</p> <p>Learning Outcome: # of Submissions   scores and % &gt;= 70%, 80%</p> <p>ULO1 - Introduction to Cost Accounting 22 20 20 91% 91%</p> <p>ULO2 - Accounting for Materials 22 20 20 91% 91%</p> <p>ULO3 - Accounting for Labor 20 19 18 95% 90%</p> <p>ULO4 - Accounting for Factoru Overhead 22 21 21 95% 95%</p> <p>ULO5 - Process Cost Accounting - General Procedures 21 20 20 95% 95%</p> <p>ULO7 - The Master Budget and Flexible Budgeting 21 21 20 100% 95%</p> <p>ULO8 - Standard Cost Accounting - Materials, Labor, and Factory Overhead 21 21 20 100% 95%</p> <p>ULO9 - Cost Accounting for Service Businesses and the Balance Scorecard 21 20 19 95% 90%</p> <p>ULO10 - Cost Analysis for Management Decision-Making 19 19 18 100% 95%</p> <p>Sum 189 181 176 96% 93%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Related Documents:</b> <a href="#">ACTG 66 DATA RESULTS sp13</a></p>	

<p>Department - Accounting (ACTG) - ACTG 66 - COST ACCOUNTING - SLO 2 - Methods and Procedures - Explain different cost accounting methods and /or procedures.</p> <p>(Created By Department - Accounting (ACTG))</p>	<p><b>Assessment Method:</b> Explain different cost accounting methods and /or procedures. [Application]</p> <p>Formative exercises and problems in MAL;</p>
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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	approximately 1 assessment item per learning objective Quizzes (ch 1 - 7) and Final (Comprehensive with 35 comprehensive questions) Midterm: 4 problems: ch 5, ch 4, ch 3, ch 2 FINAL: 10 problems: ch 6, ch 7, ch 8, ch 9, ch 10. major LO's covered Limited time; 3 Hours; HW Items, paralleling assigned hw items presented in Modules score displayed after submission, including key	<b>Assessment Method Type:</b> Exam - Course Test/Quiz	<b>Assessment Method:</b> 10+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT  10+ Problems by chapter (1 per learning objective per chapter) - FORMATIVE ASSESSMENT. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70%

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>ULO8 - Standard Cost Accounting - Materials, Labor, and Factory Overhead 21 21 20 100% 95%</p> <p>ULO9 - Cost Accounting for Service Businesses and the Balance Scorecard 21 20 19 95% 90%</p> <p>ULO10 - Cost Analysis for Management Decision-Making 19 19 18 100% 95%</p> <p>Sum 189 181 176 96% 93%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
<p>Department - Accounting (ACTG) - ACTG 66 - COST ACCOUNTING - SLO 3 - Problem Solving - Demonstrate the ability to apply the different costing methods and /or procedures to solve cost accounting problems. Examples: Variable Costing , Absorption Costing (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Comprehensive final exam. Students had to solve problem for about 25 questions on the final exam. FINAL: 25 problems: ch 6, ch 7, ch 8, ch 9, ch 10. major LO's covered - Limited time; 3 Hours</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Assessment Method:</b> 10+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT</p> <p>10+ Problems by chapter (1 per learning objective per chapter) - FORMATIVE ASSESSMENT.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70%</p>	<p>06/27/2013 - Data shows that student performance average well above target for all areas.</p> <p>RESULTS SLO 2 Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems [Application] Assessment Method: Formative exercises and problems in MAL; approximately 1 assessment item per learning objective</p> <p>Unit</p> <p>Learning Outcome: # of Submissions   scores and % &gt;= 70%, 80%</p> <p>ULO1 - Introduction to Cost Accounting 22 20 20 91% 91%</p> <p>ULO2 - Accounting for Materials 22 20 20 91% 91%</p> <p>ULO3 - Accounting for Labor 20 19 18 95% 90%</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>ULO4 - Accounting for Factor Overhead 22 21 21 95% 95%</p> <p>ULO5 - Process Cost Accounting - General Procedures 21 20 20 95% 95%</p> <p>ULO7 - The Master Budget and Flexible Budgeting 21 21 20 100% 95%</p> <p>ULO8 - Standard Cost Accounting - Materials, Labor, and Factory Overhead 21 21 20 100% 95%</p> <p>ULO9 - Cost Accounting for Service Businesses and the Balance Scorecard 21 20 19 95% 90%</p> <p>ULO10 - Cost Analysis for Management Decision-Making 19 19 18 100% 95%</p> <p>Sum 189 181 176 96% 93%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
Department - Accounting (ACTG) - ACTG 67 - TAX ACCOUNTING - SLO 1 - General Theory - Identify basics of Federal and California income tax law as it relates to individuals and small businesses. (Created By Department - Accounting (ACTG))	<p><b>Assessment Method:</b> Objective questions Tax Form Assignment</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Score of 70% or better</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>10/13/2013 - Average comprehensive Final Test score was 84% with the highest/lowest score of 99% and 55% respectively out of 61 students enrolled through the end of the term.</p> <p>100% of students (57 out of 57) who took all tests in this class and completed all homework assignments achieved CTEC certification of 70% or above.</p> <p>Students in this class achieved an average score of 92% on the California Form 540 comprehensive tax return assignment chosen for ACTG 067 SLO reflection analysis. The score revealed that the majority of students demonstrated practical knowledge of CA individual tax return preparation process.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Investing approximately 40-50 hours for</p>	<p>10/13/2013 - Continue focusing class discussions on the most complex tax technical issues the students face while working on homework assignments in this course. Monitor tax law changes and timely update class website/content of the course. Winter 2013 participate in developing the 2013 SLO final exam. Update California portion of the class for 2013 California tax law changes.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>ongoing website maintenance, CA 2013 renewal, and 2013 SLO final test development and tax law updates.</p> <p><b>Resource Request:</b> Investing approximately 40-50 hours for ongoing website maintenance, CA 2013 renewal, and 2013 SLO final test development and tax law updates.</p>	
<p>Department - Accounting (ACTG) - ACTG 67 - TAX ACCOUNTING - SLO 2 - Application - Demonstrate practical knowledge of income tax form preparation and tax compliance process as these relate to individuals (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Objective Questions Tax Form Assignment</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>10/13/2013 - Average comprehensive Final Test score was 84% with the highest/lowest score of 99% and 55% respectively out of 61 students enrolled through the end of the term.</p> <p>100% of students (57 out of 57) who took all tests in this class and completed all homework assignments achieved CTEC certification of 70% or above.</p> <p>Students in this class achieved an average score of 92% on the California Form 540 comprehensive tax return assignment chosen for ACTG 067 SLO reflection analysis. The score revealed that the majority of students demonstrated practical knowledge of CA individual tax return preparation process.</p> <p>Although not chosen for the SLO analysis, four federal tax return and short answer assignments with average scores all greater than 80% shows a general grade trend that supports the majority conclusion for this SLO.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> -Throughout the 2012-2013 year monitor any tax law changes and timely update class website / content of the course - In Winter 2013 quarter participate in developing the 2013 SLO final exam - In Winter 2013 quarter participate in updating</p>	<p>10/13/2013 - Investing approximately 40-50 hours for ongoing website maintenance, CA 2013 renewal, and 2013 SLO final test development and tax law updates.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		California	
Department - Accounting (ACTG) - ACTG 68A - ADVANCED TAX ACCOUNTING I - SLO 1 - Income Tax Theory - Identify basics of Federal and California income tax law as it relates to Sole Proprietorships and Partnerships. (Created By Department - Accounting (ACTG))	<p><b>Assessment Method:</b> Objective questions Tax Form Assignment</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Achieve score of 70% or better.</p>	<p>10/13/2013 - 14 out of total 23 students (61%) who took final test in ACTG068A Spring 2013 class demonstrated a solid understanding of tax law fundamentals as they relate to Sole Proprietorships and Partnerships. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p>The average scores of 83% and 78% on the Quiz and the Midterm respectively were good indicators that the students had been capturing the material well. The level of difficulty on both tests was quite high.</p> <p>The average scores for four required tax form homework assignments were 83%, 87%, 95% and 91%. 85%. These scores reveal that the students in this class acquired a working knowledge of tax form preparation approach as it relates to multiple forms covered in this class: form 4562, Schedule A, B, C, D and E of form 1040 and Form 1065 and Schedule M-1.</p>	<p>10/13/2013 - Continue utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on "how the IRS asks questions" topics.</p> <p>Encourage students to take more practice tests/quizzes by offering an extra credit opportunity</p>
<p><b>Course-Level SLO Status:</b> Active</p>		<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
Department - Accounting (ACTG) - ACTG 68A - ADVANCED TAX ACCOUNTING I - SLO 2 - Application - Demonstrate practical knowledge of income tax form preparation and tax compliance process as these relate to sole proprietorships and partnerships. (Created By Department - Accounting	<p><b>Assessment Method:</b> Objective Questions Tax Form Assignment</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Achieve score of 70% or better.</p>	<p>10/13/2013 - 14 out of total 23 students (61%) who took final test in ACTG068A Spring 2013 class demonstrated a solid understanding of tax law fundamentals as they relate to Sole Proprietorships and Partnerships. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test</p>	<p>10/13/2013 - Continue utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on "how the IRS asks questions" topics.</p> <p>Encourage students to take more practice tests/quizzes by offering an</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>(ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>		<p>designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p>The average scores of 83% and 78% on the Quiz and the Midterm respectively were good indicators that the students had been capturing the material well. The level of difficulty on both tests was quite high.</p> <p>The average scores for four required tax form homework assignments were 83%, 87%, 95% and 91%. 85%. These scores reveal that the students in this class acquired a working knowledge of tax form preparation approach as it relates to multiple forms covered in this class: form 4562, Schedule A, B, C, D and E of form 1040 and Form 1065 and Schedule M-1.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>extra credit opportunity</p> <hr/>
<p>Department - Accounting (ACTG) - ACTG 68B - ADVANCED TAX ACCOUNTING II - SLO 1 - Federal Income Tax Theory - Identify basics of Federal income tax law as it relates to Corporations and Fiduciaries.</p> <p>(Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Objective Questions Tax Form Assignment</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Scores of 70% or higher.</p>	<p>10/13/2013 - 52% (14 out of total 27 students who took final test) in ACTG068B Winter 2013 class demonstrated a solid understanding of tax law fundamentals as they relate to Corporations and Fiduciaries. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p>27 students in this class who completed all five required tax form homework assignments achieved an average score of 89% with average scores for HW 1 – 5 of 88%, 91%, 87%, 84%, 95% respectively. The score reveals that all students acquired a working knowledge of tax form preparation approach as it relates to multiple</p>	<p>10/13/2013 - Continue utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on "how the IRS asks questions" topics.</p> <p>Encourage students to take more practice tests/quizzes by offering an extra credit opportunity</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>forms covered in this class: Form 1120 Schedule M-1 and M-3, forms 1120, 1120S and 1041.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p>04/09/2013 - 52% (14 out of total 27 students who took final test) in ACTG068B Winter 2013 class demonstrated a solid understanding of tax law fundamentals as they relate to Corporations and Fiduciaries. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p>27 students in this class who completed all five required tax form homework assignments achieved an average score of 89% with average scores for HW 1 – 5 of 88%, 91%, 87%, 84%, 95% respectively. The score reveals that all students acquired a working knowledge of tax form preparation approach as it relates to multiple forms covered in this class: Form 1120 Schedule M-1 and M-3, forms 1120, 1120S and 1041.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>04/09/2013 - Given the results of this assessment, describe what changes will be made, if any to the following:</p> <ul style="list-style-type: none"> <li>A. Content of course Continue utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on "how the IRS asks questions" topics.</li> <li>B. Teaching methods Encourage students to take more practice tests/quizzes by offering an extra credit opportunity</li> <li>C. Assignments None</li> <li>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) None</li> <li>E. SLO No changes</li> <li>F. The Assessment for the SLO None</li> <li>G. Other None</li> </ul> <p>3) Can you identify any resources you need to implement any suggested changes? Investing approximately 40-50 hours of module / practice test development time</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Accounting (ACTG) - ACTG 68B - ADVANCED TAX ACCOUNTING II - SLO 2 - Application - Demonstrate practical knowledge of income tax form preparation and tax compliance process as these relate to corporations and fiduciaries. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Objective Questions Tax Form Assignment</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>10/13/2013 - 52% (14 out of total 27 students who took final test) in ACTG068B Winter 2013 class demonstrated a solid understanding of tax law fundamentals as they relate to Corporations and Fiduciaries. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p>27 students in this class who completed all five required tax form homework assignments achieved an average score of 89% with average scores for HW 1 – 5 of 88%, 91%, 87%, 84%, 95% respectively. The score reveals that all students acquired a working knowledge of tax form preparation approach as it relates to multiple forms covered in this class: Form 1120 Schedule M-1 and M-3, forms 1120, 1120S and 1041.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>10/13/2013 - Continue utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on "how the IRS asks questions" topics.</p> <p>Encourage students to take more practice tests/quizzes by offering an extra credit opportunity</p>
<p>Department - Accounting (ACTG) - ACTG 68C - ADVANCED TAX ACCOUNTING III - SLO 1 - SEE - Achieve passing SEE score of 70% (may slightly deviate as the "scaled scoring" grading system is currently used by the SEE facilitator) while demonstrating a solid understanding of fundamentals of Federal income tax law as it relates to Sole Proprietorships and Partnerships. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b></p>	<p><b>Assessment Method:</b> Objective Questions Tax Form Assignment</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Score of 70% or better.</p>	<p>12/08/2013 - Average comprehensive Final Test score was 90% with the highest/lowest score of 100% and 76% respectively.</p> <p>100 % students (28 out of 28) who took all tests in this class and completed all homework assignments achieved a class grade of at least 80%.</p> <p>2) Given the results of this assessment, describe what changes will be made, if any to the following:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		<p>A. Content of course            Continue focusing class discussions on the preparer/ethics responsibilities issues students face while working on homework assignments in this course and preparing for the SEE.</p> <p>B. Teaching methods            NONE</p> <p>C. Assignments            NONE</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.)            NONE</p> <p>E. SLO            NONE</p> <p>F. The Assessment for the SLO            NONE</p> <p>G. Other            -Throughout the 2013-2014 year monitor any tax law changes and timely update class website / content of the course</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2012-2013</p> <p><b>Resource Request:</b>            Investing approximately 20-40 hours for ongoing website maintenance and 2014 Spring Quarter development and tax law updates.</p>	
Department - Accounting (ACTG) - ACTG 68C - ADVANCED TAX ACCOUNTING III - SLO 2 - Application - Demonstrate practical knowledge of income tax form preparation and tax compliance process as these relate to sole proprietorships and partnerships. (Created By Department - Accounting (ACTG))	<p><b>Assessment Method:</b>            Objective Questions            Tax Form Assignment</p> <p><b>Assessment Method Type:</b>            Exam - Course Test/Quiz</p> <p><b>Target for Success:</b></p>	<p>12/08/2013 - Average comprehensive Final Test score was 90% with the highest/lowest score of 100% and 76% respectively.            100 % students (28 out of 28) who took all tests in this class and completed all homework assignments achieved a class grade of at least 80%.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	Score of 70% or better	<p>2) Given the results of this assessment, describe what changes will be made, if any to the following:</p> <p>A. Content of course            Continue focusing class discussions on the preparer/ethics responsibilities issues students face while working on homework assignments in this course and preparing for the SEE.</p> <p>B. Teaching methods            NONE</p> <p>C. Assignments            NONE</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.)            NONE</p> <p>E. SLO            NONE</p> <p>F. The Assessment for the SLO            NONE</p> <p>G. Other            -Throughout the 2013-2014 year monitor any tax law changes and timely update class website / content of the course</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2012-2013</p> <p><b>Resource Request:</b>            Investing approximately 20-40 hours for ongoing website maintenance and 2014 Spring Quarter development and tax law updates.</p>	
Department - Accounting (ACTG) - ACTG 75 - ACCOUNTING FOR GOVERNMENT & NOT-FOR-PROFIT - SLO 2: Application - perform pertinent accounting calculations and demonstrate the ability to use appropriate methods and /or procedures to solve Governmental and Not-For-Profit problems. (Created By Department -	<p><b>Assessment Method:</b>            Summative final assessment delivered in AT&amp;S in Etudes. 60 questions, random draw from all Unit Learning Objectives. Score displayed after manual release.</p> <p><b>Assessment Method Type:</b></p>	10/13/2013 - The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 84.6% representing students' understanding of auditing terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to perform related calculations and the ability to	10/13/2013 - Based on the 86% result (exams and all assignments), no change appears to be needed. Continue with current teaching methods. Continue with the current assignments. This includes

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Accounting (ACTG)) <b>Start Date:</b> 09/19/2011 <b>Course-Level SLO Status:</b> Active	<b>Exam - Course Test/Quiz</b> <b>Target for Success:</b> A score of 70% or better.	use methods and procedures to solve auditing problems.  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>Resource Request:</b> Accounting for Government & Not-for-Profit is a challenging course for a variety a reasons. One such reason is that the textbook can become "outdated" quickly as new GASB pronouncements are issued. Another reason is that there is a lot of subject <b>Resource Request:</b> Accounting for Government & Not-for-Profit is a challenging course for a variety a reasons. One such reason is that the textbook can become "outdated" quickly as new GASB pronouncements are issued. Another reason is that there is a lot of subject	questions and problems associated with the material covered in the text. Students turn in these assignments by a due date and are then graded for accuracy or completeness. Course evaluation procedures (e.g., quizzes, exams, papers, etc.). Continue to evaluate with midterms and comprehensive final exam.
Department - Accounting (ACTG) - ACTG 75 - ACCOUNTING FOR GOVERNMENT & NOT-FOR-PROFIT - SLO 1: Theory - Explain Governmental and Not-For-Profit accounting terminology, concepts, frameworks, and procedures. (Created By Department - Accounting (ACTG)) <b>Start Date:</b> 09/19/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Summative final assessment delivered in AT&S in Etudes. 60 questions, random draw from all Unit Learning Objectives. Score displayed after manual release.  <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> A score of 70% or better.	10/13/2013 - The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 84.6% representing students' understanding of auditing terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013	10/13/2013 - Accounting for Government & Not-for-Profit is a challenging course for a variety a reasons. One such reason is that the textbook can become "outdated" quickly as new GASB pronouncements are issued. Another reason is that there is a lot of subject matter that needs to be covered in the term and the material can be challenging. I believe it's important to evaluate the text used for the course periodically and compare it to other products offered by different publishers.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up

# Unit Assessment Report - Four Column

## Foothill College Program (BSS-ACTG) - Accounting AA/CA

**Mission Statement:** The Foothill College Accounting faculty teaches students accounting theory and practice. Theory includes terminology, concepts and procedures. Practice includes problem-solving, research, and reporting.

In financial accounting the focus is on the development, analysis, and relationship of the four primary financial statements and the accounting treatment related to the three main forms of business: proprietorships, partnerships (including LLC's), and corporations. The curriculum includes the accounting cycle and accounting for the asset (cash, receivables, inventory, property, plant and equipment, and other accounts), liability (current and long term (bonds)), and equity accounts.

In managerial accounting the course covers cost, management, business, and other concepts such as cost systems, cost behavior, budgeting, variance analysis, differential costs and performance evaluation, as well as capital decision-making, cash flow analysis, and the time value of money.

The payroll accounting course presents basic payroll-related concepts and procedures used in business today and provides practice in recording procedures and preparation of payroll taxes.

The cost accounting course examines accounting for materials, labor, overhead, standard costs, job-order cost, process costs, budgets including capital expenditure budget, and cost analyses for decision making.

Intermediate accounting takes the same topics as financial accounting, but a deeper level. This course reviews financial accounting standards, the conceptual framework underlying financial accounting, accounting information processing systems, and the resulting four financial statements: balance sheet, income statement, stockholders equity statement, and cash flows statement. A deeper and more expanded coverage of accounting for various asset, liability, equity, revenue, and expense accounts is included. Additionally, this course teaches accounting for specialized areas: investments, income taxes, pensions and post-retirement benefits, and leases. Other topics also included are the time-value of money, revenue recognition, accounting changes and error analysis, and disclosure in financial reporting.

The tax accounting course reviews aspects of Federal income tax laws as they relate to individual, partnership, corporation, estate, trust, and gift taxation. Topics include gross income; exempt income; business and non- business deductions; deductions for adjusted gross income, such as IRAs, moving expenses, and Keoghs; how to calculate the income tax returns for individual, partnership, and corporations; other taxes; credits against the tax; and various schedules and forms. The advanced tax accounting courses prepare students to take the Enrolled Agent Exam.

Two modules in computerized accounting practice are offered for students who have completed one quarter of accounting or who have had accounting experience. These practice modules review designing service and merchandising accounting systems, journal and general ledger work, and financial statements. One module includes analysis and solving of accounting problems using spreadsheet software. QuickBooks software is used to journalize and post accounting transactions and prepare financial statements.

The auditing course covers the contemporary auditing environment, auditing profession, and the principle, and practices of financial statement audit. Topics include auditing, attestation and assurance services, Generally Accepted Auditing Standards (GAAS), attestation standards, professional ethics, Sarbanes-Oxley Act 2002 regulatory requirements, internal controls and audit risk, audit planning, procedures, evidence, documentation and report writing.

The fraud examination course covers important topics associated with modern forensic accounting and fraud examination. Topics include an examination of the various types of occupational fraud, as well as the techniques to prevent and detect fraud in organizations. In addition, students learn principals of fraud examination including who and why individuals commit fraud.

Advanced Accounting provides students with an understanding of the accounting for multi-unit domestic and foreign operations and intercompany transactions. The course provides a detailed exposure to several financial reporting topics including: corporate mergers and acquisitions, purchase accounting, goodwill, equity versus cost method of valuing investments in subsidiaries, intercompany inventory transfers, unrealized intercompany profits, basics of preparing consolidated financial statements, and international accounting.

**Primary Core Mission:** Transfer

**Secondary Core Mission:** Workforce

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BSS-ACTG) - Accounting AA/CA - 1 - Theory - Graduates will be able to explain accounting terminology, concepts, principles, and frameworks. <b>Year PL-SLO implemented:</b> End of Quarter <b>SLO Status:</b> Active	<b>Assessment Method:</b> This PLO will be assessed by objective-type assessments in the form of formative and/or summative quizzes on a per unit (i.e. chapter) basis. Questions developed/selected by department lead for each course and/or by his/her delegate (cognition levels 1-2). 5 questions minimum per each hour of instruction (i.e. 25 questions for 5-hr week of instruction - Accounting Industry Standard), covering all learning objectives in each chapter (combined minimum for PLO-1 and PLO-2 together). A minimum of 50% of assessment (exams), normally 1 hour, will include departmental questions (combined minimum for PLO-1 and PLO-2 together).  Alternatively, instructors may use summative assessment (exams) in lieu of or in addition to formative assessments. Summative assessments should include a representative sampling of questions or problems reflecting the chapters/topics in		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>the core (Actg 1A, 1B, and 1C).</p> <p><b>Assessment Method Type:</b> Departmental Questions</p> <p><b>Target:</b> 70% of learners will successfully respond to 70% of the questions.</p>		
<p>Program (BSS-ACTG) - Accounting AA/CA</p> <p>- 2 - Application - Graduates will be able to perform accounting-related calculations and demonstrate the ability to use methods and/or procedures to solve accounting problems.</p> <p><b>Year PL-SLO implemented:</b> End of Quarter</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> This PLO will be assessed by objective-type assessments in the form of formative and/or summative quizzes on a per unit (i.e. chapter) basis. Problem-Questions (cognition level 3-4) developed/selected by department lead for each course and/or by his/her delegate. 5 questions minimum per each hour of instruction (i.e. 25 questions for 5-hr week of instruction - Accounting Industry Standard), covering all learning objectives in each chapter (combined minimum for PLO-1 and PLO-2 together).</p> <p>Alternatively, instructors can opt to include embedded-departmental-questions in their summative assessments (exams). Questions developed/selected by department lead for each course and/or by his/her delegate. A minimum of 50% of assessment (exams), normally 1 hour, will include departmental questions (combined minimum for PLO-1 and PLO-2 together).</p> <p>Second alternative, instructors can opt to assign problem-solving tasks either manually or in excel-format on a per unit (chapter) basis or in their summative assessments (exams). Evaluation to be done via a pre-defined scoring rubric. At least 1 comprehensive problem per chapter should be assessed, if alternative applied on a per chapter basis (formative). If applied in summative assessment (exams), at least</p>		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>50% of the exam must include comprehensive problems.</p> <p><b>Assessment Method Type:</b> Departmental Questions</p> <p><b>Target:</b> 70% of learners will score at the 70% level, as predefined in the scoring rubric.</p>		