

## 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:	17

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
Career Certificate in Tax Accounting			X

Financial Accounting Career Certificate			X
Enrolled Agent Preparation Certificate of Proficiency			X
Tax Specialist Certificate of Proficiency			X
Bookkeeping Specialist Certificate of Proficiency			X
Payroll Preparation Certificate of Proficiency			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	2011-2012	2012-2013	2013-2014	% Change
ASSOCIATE OF ARTS IN ACCOUNTING	15	21	30	43%
ACCOUNTING CERTIFICATE OF ACHIEVEMENT	2	0	3	%
CPA EXAM PREPARATION CERTIFICATE OF ACHIEVEMENT			0	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	2011-2012	2012-2013	2013-2014	% Change
CTEC CERTIFICATE	248	270	284	5%
ENROLLED AGENT	No Data on	No Data on	No Data on	

PREPARATION	Exam Results	Exam Results	Exam Results	
CAREER CERTIFICATE IN TAX ACCOUNTING	2	3	1	-67%
FINANCIAL ACCOUNTING CAREER CERTIFICATE	3	9	3	-67%
ENROLLED AGENT PREPARATION CERTIFICATE	1	?	?	?
Tax Specialist Certificate of Proficiency	2	2	2	0%
BOOKKEEPING SPECIALIST CERTIFICATE	10	16	14	-13%
PAYROLL PREPARATION CERTIFICATE	21	17	18	6%
CPA EXAM Preparation C. of Prof.		1	1	0%

b. Department Level Data:

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	3,443	4,106	4,695	14%
Productivity (College Goal 2013-14: 535)	498	493	483	-2%
Success	2,494 (77%)	3,148 (77%)	3,663 (78%)	16%
Full-time FTEF	3.0	3.0	3.0	3.0
Part-time FTEF	5.0	6.8	9.5	40%

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
<input type="checkbox"/>	State Approved
<input type="checkbox"/>	Submitted to CCCC
<input type="checkbox"/>	Submitted to Office of Instruction
<input type="checkbox"/>	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 2013 to the 2014 academic year increased from 4,106 to 4,695 or 14%. The increase in enrollment meets expectations, given the addition of several new courses (e.g. ACTG 76) as a reaction to the change in the education requirements for the CPA exam 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 4,695, the overall success rate for 2013-2014 is 78%  $[3,663^*/4,695]$ , which is up 1% as compared to prior year. The success rate for targeted ethnic groups increased 4% to 67%  $[622/923]$ , from 63% in prior year, but remains low compared to not-targeted groups which reflect a success rate of 81%  $[3,043/3,771]$ .  
 \*course success of 923 and 3,771 for targeted and not-targeted groups, respectively.  
 When compared against the division's (60%) and the College's (69%) success rate for targeted groups, the actg department is 7% higher and 2% 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 9%.

There is a significant difference in the age distribution of successful students in accounting with a larger proportion falling in the 20-24 age bracket. This makes sense given the mix of full time students as well as workforce, working students who take our classes in order to qualify for a California Education Tax Council (CTEC) certificate enabling the holder to prepare individual income tax returns, the Enrolled Agent exam, and the CPA licensure 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 493 down to 483, a 2% decrease. In any case, productivity is lower by approximately 5% 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 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 (60%) and the College's (69%) success rate for targeted groups, the actg department is 7% higher and 2% 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 9%.

There is a significant difference in the age distribution of successful students in accounting with a larger proportion falling in the 20-24 age bracket. This makes sense given the mix of

full time students as well as workforce, working students who take our classes in order to qualify for a California Education Tax Council (CTEC) certificate enabling the holder to prepare individual income tax returns, the Enrolled Agent exam, and the CPA licensure exam.

We hoped 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, last year we completed an articulation agreement with the Central County Occupational Center (CCOC) and offered Accounting 1A to primarily Latino high school students during a summer session. The results were extremely disappointing in terms of student success. What we learned from this, however, substantiated what we have witnessed in our classrooms; the Latino students are underprepared for the rigors of our college classes. It is imperative that we close the achievement gap on this growing population of students. To truly achieve student equity more support services are needed for students in our underperforming populations.

**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 2013-2014 academic year from 21 to 30 or 43%. A similar trend is reflected at the Division level. The degree completion rate for Asians has stayed flat, while Latinos and white students have improved. 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, associate of art degree, certificate of achievements, and certificate of proficiencies are recognized to be highly valuable by both employers and students. 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.

No Transfer Data for actg is available or provided by the college. Help requested from the Articulation Officer by email.

### 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. Our learning outcomes, teaching, and assessment methods include content that prepares our students to successfully complete 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.

## 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 continuing 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) that are both required by 4-year accounting programs and employers in the accounting/business field.

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) Locate office space for Actg Lab	No	No	No Budget
3) Release time for Accounting Department Chair	No	No	No Budget
4) Develop new certificates that are transcriptable	Yes	Yes	Completed CPA Exam 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) Improve student success in targeted groups by 5%.	Long-term, ongoing	Goal is in direct alignment with the student equity plan and overall student success by improving success in the targeted groups.	Improved success rates, especially as related to “targeted ethnic groups”.
2) Improve practical, job-related experience for accounting students.	Long-term, ongoing	Part of our college mission statement is offering educational excellence for those seeking transfer and career preparation. Hands-on, practical experience supports those goals.	Improved success rates, especially as related to “targeted ethnic groups”.
3) Improve departmental operational efficiency and pedagogical training	Long-term, ongoing	More efficient departmental operations and training are necessary to support growth and vision of the college and ensure student success.	Improved teaching effectiveness and retention for adjunct instructors.

## 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. The college eliminated all existing tutorial services for accounting. Tutorial services, especially as related to “targeted” groups, are essential for their success.	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) No	If yes, indicate percent of time.
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Has the program used division or department B-budget to fund reassign time? (y/n) No	
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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. The department chair and accounting faculty will not be able to continue to support or maintain the growth of the current level of administrative activities without freeing up time for the management of this department.	20	0.11% per quarter

#### 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)
Pedagogical training	\$20,000	Goal 3. Additional pedagogical training is necessary for faculty in order to improve teaching effectiveness and retain adjunct faculty.	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/Tutorial Facility	N/A	Goal 2. Accounting requires hands-on projects for both transfer and workforce in order to satisfy the	no

		learning outcomes as demanded by 4-year institutions and industry.	

### 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 challenges in the economy as well as 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 are two courses away (Accounting Information Systems and Financial Reporting) 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 department, we have done an outstanding job preparing students to transfer to four-year institutions pursuing accounting degree, or to obtain certificates of achievement and certificate of proficiency to gain the competitive edge in the job market, or to prepare and sit for the Certified Public Accounting Exam.

### 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:  
(Can't Type in these text boxes for some reason)

The Accounting Program at Foothill College is truly a model in terms of its faculty leadership, course quality, its focus on the improvement of learning and its focus on providing high-quality career training for the community. The program has been growing at a steady rate over the past five years and is now the largest department within the Business and Social Sciences Division and within the entire College. The number of AA Degrees has increased over the past three years with 30 AA degrees granted in the last cycle, and with enrollment continuing to grow it is reasonable to assert that number will continue to grow this year. The number of students receiving the CTEC Certificate grew 5% in the last year as well, to 284, a very robust number. The three tenured Program faculty do an outstanding job of evaluating the part-time faculty, conducting active advisory board meetings, providing student tutoring opportunities and writing, assessing and using Student Learning Outcomes to improve learning.

b. Areas of concern, if any:

No areas of concern, only that as program enrollment grows, the need to balance face to face and online opportunities for students can be a challenge. The need for face to face instructors during the day is sometimes an issue, as it is hard to find adjunct instructors who can teach during the day. A four full-time faculty member is possibly needed in the near future.

c. Recommendations for improvement:

Evaluate the need for a fourth full-time faculty member.

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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>10/13/2014 - The average score of 8 chapter quizzes and a final midterms for Spring 2014 was 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 7, and 8. On all problems, target of 80% was met. A. Content of course The content of the course would remain the same. B. Teaching methods Emphasis will continue to be placed on practice problems. Refer to SLO reflection for more detail. C. Assignments Homework assignments will remain mostly intact. 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. E. SLO Students will be able to : 1. Explain financial accounting terminology, principles, and concepts. 2. Explain financial accounting methods and/or procedures. F. The Assessment for the SLO G. Other 3) Can you identify any resources you need to implement any suggested changes? 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> 2013-2014</p>	
<p>Department - Accounting (ACTG) - ACTG 1A - FINANCIAL ACCOUNTING I - SLO 2 - Application - Perform related calculations</p>	<p><b>Assessment Method:</b> 25 MC Questions</p> <p><b>Assessment Method Type:</b></p>		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>Departmental Questions</p> <p><b>Target for Success:</b> 70%</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>10/13/2014 - The average score of 8 chapter quizzes and a final midterms for Spring 2014 was 75%. 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 7, and 8 with computations necessary on 40% of all multiple choice. On all problems, target of 80% was met. A. Content of course The content of the course would remain the same. B. Teaching methods Emphasis will continue to be placed on practice problems. Refer to SLO reflection for more detail. C. Assignments Homework assignments will remain mostly intact. 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. E. SLO Students will be able to : 1. Explain financial accounting terminology, principles, and concepts. 2. Explain financial accounting methods and/or procedures. F. The Assessment for the SLO G. Other 3) Can you identify any resources you need to implement any suggested changes? 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> 2013-2014</p>	
<p>Department - Accounting (ACTG) - ACTG 1B - FINANCIAL ACCOUNTING II - SLO 1 - General Theory - Explain financial accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG))</p>	<p><b>Assessment Method:</b> 20+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT</p>	<p>10/26/2014 - Met or exceeded the 70% target for class and for all individual chapters. Met or exceeded the 80% target for class and for all individual chapters, except Ch 15 and Ch S:</p>	<p>10/26/2014 - Cover Ch 15 and Ch S in more depth by adding a class activity for each.</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	<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 used in the assessment.	ULO9: 57 56 54 98% 95% ULO:10: 57 54 54 95% 95% ULO 11: 53 49 47 92% 89% ULO 12: 53 53 50 100% 94% ULO:13 53 51 50 96% 94% ULO 14: 52 50 48 96% 92% ULO 15: 48 41 33 85% 69% ULO S: 49 38 34 78% 69%  Sum 422 392 370 93% 88% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Related Documents:</b> <a href="#">Nava_Results_1B_spring2014.xls</a>	
	<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> At least 70% of students will correctly respond to 70% of the questions/problems.		
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))	<b>Assessment Method:</b> Problem-Solving Tasks by chapter (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 solve 70% of	10/26/2014 - Met or exceeded the 70% target for class and for all individual chapters. Met or exceeded the 80% target for class and for all individual chapters:  ULO:9 54 48 48 89% 89% ULO:10 57 50 50 88% 88% ULO 11: 52 45 42 87% 81%	10/26/2014 - None <hr/>
<b>Course-Level SLO Status:</b>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	the problem-solving tasks	ULO 12: 50 48 47 96% 94% ULO 13: 53 45 45 85% 85% ULO 14: 52 47 40 90% 77%  Sum 318 283 272 89.0% 85.5% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Related Documents:</b> <a href="#">Nava_Results_1B_spring2014.xls</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>Course-Level SLO Status:</b> Active	<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.	10/26/2014 - Met or exceeded 70% target in class overall, and in all individual chapters. Met or exceeded 80% target in class overall, and in all individual chapters.  ULO 16: 71 71 70 100% 99% ULO 17: 71 55 37 77% 52% ULO 18: 67 65 64 97% 96% ULO 19: 65 62 57 95% 88% ULO 20: 65 65 65 100% 100% ULO 21: 67 64 63 96% 94% ULO 22: 64 62 61 97% 95% ULO 23: 60 47 42 78% 70% ULO 24: 58 57 57 98% 98%  Sum 588 548 516 93% 88% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Related Documents:</b> <a href="#">Nava_Results_1C_spring2014.xls</a>	10/26/2014 - none <hr/>
Department - Accounting (ACTG) - ACTG 1C - MANAGERIAL ACCOUNTING - SLO 2 - Application - Perform related calculations	<b>Assessment Method:</b> Problem-solving tasks by chapter (at least 1 per learning objective) - FORMATIVE	10/26/2014 - Met or exceeded 70% target in class overall, and in all individual chapters, except for Ch 22.	10/26/2014 - Budgeting (Ch 22) is a tedious topic, which is not well structured in MAL. We should switch

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
and demonstrate the ability to use methods and /or procedures to solve managerial accounting problems. (Created By Department - Accounting (ACTG))  <b>Course-Level SLO Status:</b> Active	ASSESSMENTS <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70% of students will successfully solve 70% of the problem-solving tasks.	Met or exceeded 80% target in class overall, and in all individual chapters, except for Ch 22.  ULO 16: 70 65 64 93% 91% ULO 17: 71 57 53 80% 75% ULO 19: 61 56 55 92% 90% ULO 20: 63 59 58 94% 92% ULO 21: 63 58 56 92% 89% ULO 22: 59 38 36 64% 61% ULO 23: 56 50 46 89% 82% ULO 24: 56 55 53 98% 95%  Sum 499 438 421 87.8% 84.4% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Related Documents:</b> <a href="#">Nava_Results_1C_spring2014.xls</a>	away from MAL and instead use Excel for the HW for this chapter.  <hr/>
Department - Accounting (ACTG) - ACTG 51A - INTERMEDIATE ACCOUNTING I - 1a - Theory - Explain intermediate financial accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 01/01/2013 <b>End Date:</b> 03/31/2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70%  <b>Assessment Method:</b> Formative quizzes per chapter. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students will score at 80% or above.	10/26/2014 - Met or exceeded 70% target for all chapters and for all individual chapters. Met or exceeded 80% target for all chapters and for all individual chapters, except for chapters 4, 7, and 8:  ULO 1: 37 36 33 97% 89% ULO 2: 36 36 36 100% 100% ULO 3: 35 31 31 89% 89% ULO 4: 33 28 24 85% 73%	10/26/2014 - No changes to Ch 4. More reflective questions regarding Ch 7 and 8 in discussions.  <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		ULO 5: 29 27 25 93% 86% ULO 6: 32 30 28 94% 88% ULO 7: 29 26 22 90% 76% ULO 8: 27 22 21 81% 78% ULO 18: 25 23 20 92% 80%  Sum 283 259 240 92% 85% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Related Documents:</b> <a href="#">Nava_Results_51Awinter2014.xls</a>	
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)) <b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Formative and/or summative assessments, including representative problems from chapters/topics covered in the class. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70%	10/26/2014 - Met or exceeded 70% target for all chapters and for all individual chapters.  ULO 1: 37 35 34 95% 92% ULO 2: 37 35 34 95% 92% ULO 3: 36 32 27 89% 75% ULO 4: 32 27 25 84% 78% ULO 5: 29 23 22 79% 76% ULO 6: 31 26 21 84% 68% ULO 7: 30 22 22 73% 73% ULO 8: 30 22 19 73% 63% ULO 18: 28 20 17 71% 61%  Sum 290 242 221 83.4% 76.2% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	10/26/2014 - none

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<b>Related Documents:</b> <a href="#">Nava_Results_51Awinter2014.xls</a>	
Department - Accounting (ACTG) - ACTG 51B - INTERMEDIATE ACCOUNTING II - SLO 1 - General Theory - Explain intermediate financial accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/01/2012 <b>End Date:</b> 09/16/2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70%		
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)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/01/2012 <b>End Date:</b> 09/16/2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Formative and/or summative assessments, including representative problems from chapters/topics covered in the class. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70%		
Department - Accounting (ACTG) - ACTG 51C - INTERMEDIATE ACCOUNTING III - SLO 1 - Problem-Solving - Formative and/or summative assessments, including representative problems from chapters/topics covered in the class.	<b>Assessment Method:</b> Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course. <b>Assessment Method Type:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Accounting (ACTG)) <b>Course-Level SLO Status:</b> Active	Exam - Course Test/Quiz <b>Target for Success:</b> 70% success rate		
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70% success rate		
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)) <b>Start Date:</b> 09/19/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Multiple Choice Questions(1 quiz, 2 midterm exams, and final exam) <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70%		
Department - Accounting (ACTG) - ACTG 58 - AUDITING - SLO 1: Theory - A successful student will be able to explain auditing terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG)) <b>Start Date:</b> 09/19/2011 <b>Course-Level SLO Status:</b>	<b>Assessment Method:</b> Multiple Choice Questions(1 quiz, 2 midterm exams, and final exam) <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70%	11/03/2014 - The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90% 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.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		<p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014</p> <p>11/03/2014 - The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90% 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 <b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - Accounting (ACTG) - ACTG 59 - 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>11/03/2014 - The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 89% 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 <b>Year This Assessment Occurred:</b> 2013-2014</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</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>11/03/2014 - The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 89% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability</p>	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Accounting (ACTG)) <b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active		to describe and perform fraud examination methods and /or procedures <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Multiple Choice Questions <b>Assessment Method Type:</b> Exam - Course Test/Quiz	11/02/2014 - Students demonstrated that they could explain financial accounting terminology, concepts and principles as the class average grade for exam #1 was 90%, for exam #2 was 83% and for final exam was 81%. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Excel assignments which include analyzing transactions, preparation of financial statements, and bank reconciliation preparation.  <b>Assessment Method Type:</b> Class/Lab Project	11/02/2014 - Students demonstrated the ability to use methods and/or procedures to solve financial accounting problems for a small serve or merchandising business as the class average grade for homework problems ranged from 92% to 97%. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
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))  <b>Course-Level SLO Status:</b> Active	<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. <b>Assessment Method Type:</b>	11/02/2014 - Students have a good grasp of the different functions within Quickbooks. They can enter regular, day to day transactions and print financials, customize financial statements. However, they do have some difficulties with payroll transactions, bank reconciliation, adjusting entries and correcting errors they make.  Examples will be included on how to correct transactions entered in error. Videos will be	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Class/Lab Project <b>Target for Success:</b> Scores of 70% or better on assignments.	included as part of lectures. Continue to encourage students to use journal entries for payroll transactions as an alternate way to enter payroll. Including quizzes which enforce accounting concepts. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
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))  <b>Course-Level SLO Status:</b> Active	<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. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Scores of 70% or better on the assignments.	11/02/2014 - Students have a good grasp of the different functions within Quickbooks. They can enter regular, day to day transactions and print financials, customize financial statements. However, they do have some difficulties with payroll transactions, bank reconciliation, adjusting entries and correcting errors they make.  Examples will be included on how to correct transactions entered in error. Videos will be included as part of lectures. Continue to encourage students to use journal entries for payroll transactions as an alternate way to enter payroll. Including quizzes which enforce accounting concepts. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
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))  <b>Course-Level SLO Status:</b>	<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.	11/02/2014 - Students are comfortable with most Excel functions such as Sum(), IF, Referencing cells, simple formulas, pivot tables. They are able to prepare financial statements in Excel such as P&L, Balance sheet and other supporting schedules. The areas needing improvement are Payroll transactions, Cash flows and Stock equity statements and Ratios. I will increase the repository of online resources available in the	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Scores of 70% or better on assignments.	modules, add some Frequently Asked Questions esp. for Cash flow and Stockholders' Equity assignments, and include some quizzes to test students on basic accounting journal entries and principles  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
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))  <b>Course-Level SLO Status:</b> Active	<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. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Scores of 70% or better on assignments.	11/02/2014 - Students are comfortable with most Excel functions such as Sum(), IF, Referencing cells, simple formulas, pivot tables. They are able to prepare financial statements in Excel such as P&L, Balance sheet and other supporting schedules. The areas needing improvement are Payroll transactions, Cash flows and Stock equity statements and Ratios. I will increase the repository of online resources available in the modules, add some Frequently Asked Questions esp. for Cash flow and Stockholders' Equity assignments, and include some quizzes to test students on basic accounting journal entries and principles  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
Department - Accounting (ACTG) - ACTG 65 - PAYROLL & BUSINESS TAX ACCOUNTING - SLO 1 - Rules and Procedures - Explain current federal payroll tax accounting rules and procedures. (Created By Department - Accounting (ACTG))  <b>Course-Level SLO Status:</b>	<b>Assessment Method:</b> Multiple-choice questions <b>Assessment Method Type:</b> Exam - Course Test/Quiz  <b>Related Documents:</b> <a href="#">reflection for acctg65_winter2012.xlsx</a>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
Department - Accounting (ACTG) - ACTG 65 - PAYROLL & BUSINESS TAX 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))	<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. <b>Assessment Method Type:</b> Class/Lab Project		
<b>Course-Level SLO Status:</b> Active			
Department - Accounting (ACTG) - ACTG 66 - COST ACCOUNTING - SLO 1 - General Theory - Explain cost accounting terminology, principles, and concepts. (Created By Department - Accounting (ACTG))	<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  <b>Assessment Method Type:</b> Exam - Course Test/Quiz	08/17/2014 - Students performed well in regard to SLO 1. tudents had a strong comprehension of cost accounting terminology, principles and concepts. The theories behind the mentioned areas were mastered by the students. The majority of the students presented the ability to write and speak the language of cost accounting. The majority of the students could write a reasonable "Cost Accounting Policy" and cover all essential areas. Small number of students (less than 10%) did not fully grasp what exactly is cost accounting policy and wrote a general accounting policy.  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
<b>Course-Level SLO Status:</b> Active			
	<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		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	ASSESSMENT. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70%		
Department - Accounting (ACTG) - ACTG 66 - COST ACCOUNTING - SLO 2 - Methods and Procedures - Explain different cost accounting methods and /or procedures. (Created By Department - Accounting (ACTG))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Explain different cost accounting methods and /or procedures. [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  <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>	08/17/2014 - The result of the examinations show that student performance average well above target for all areas.  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  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	70%		
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))  <b>Course-Level SLO Status:</b> Active	<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  <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%	08/17/2014 - Most students did well in problem solving area. 85% of students scored over 90% which categorizes as an A. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Objective questions Tax Form Assignment <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Score of 70% or better	11/03/2014 - Average comprehensive Final Test score was 82% with the highest/lowest score of 99% and 45% respectively (out of 63 total students enrolled through the end of the term who took the final exam). 94 % students (59 out of 63) who took all tests in this class and completed all homework assignments achieved CTEC certification score of 70% or above.  Students in this class achieved an average score of 82% on the two California Form 540 comprehensive tax return assignment chosen for ACTG067 SLO reflection analysis. The score	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>revealed that the majority of students demonstrated practical knowledge of CA individual tax return preparation process. Although not chosen for the SLO analysis, four federal tax return and short answer assignments with average scores of 84%, 92%, 91% and 91% reflect a general upward grade trend and support the "majority" conclusion for the SLO #2.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014</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 <b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>11/03/2014 - Average comprehensive Final Test score was 82% with the highest/lowest score of 99% and 45% respectively (out of 63 total students enrolled through the end of the term who took the final exam). 94 % students (59 out of 63) who took all tests in this class and completed all homework assignments achieved CTEC certification score of 70% or above.</p> <p>Students in this class achieved an average score of 82% on the two California Form 540 comprehensive tax return assignment chosen for ACTG067 SLO reflection analysis. The score revealed that the majority of students demonstrated practical knowledge of CA individual tax return preparation process. Although not chosen for the SLO analysis, four federal tax return and short answer assignments with average scores of 84%, 92%, 91% and 91% reflect a general upward grade trend and support the "majority" conclusion for the SLO #2.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
2013-2014			
<p>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> <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> Achieve score of 70% or better.</p>	<p>10/13/2014 - 86% (12 out of total 14 students who took final test) in ACTG068A Fall 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>15 students in this class who completed all five required tax form homework assignments achieved an average score of 84% with average scores for HW 1 – 6 of 90%, 79%, 83%, 77%, 83%, and 90% 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> 2013-2014</p>	
<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 (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> Achieve score of 70% or better.</p>	<p>10/13/2014 - 86% (12 out of total 14 students who took final test) in ACTG068A Fall 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>15 students in this class who completed all five</p>	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>required tax form homework assignments achieved an average score of 84% with average scores for HW 1 – 6 of 90%, 79%, 83%, 77%, 83%, and 90% 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 <b>Year This Assessment Occurred:</b> 2013-2014</p>	
<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. (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 <b>Target for Success:</b> Scores of 70% or higher.</p>	<p>10/13/2014 - 86% (12 out of total 14 students who took final test) in ACTG068B Winter 2014 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>15 students in this class who completed all five required tax form homework assignments achieved an average score of 84% with average scores for HW 1 – 6 of 90%, 79%, 83%, 77%, 83%, and 90% 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 <b>Year This Assessment Occurred:</b> 2013-2014</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>10/13/2014 - 86% (12 out of total 14 students who took final test) in ACTG068B Winter 2014 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>15 students in this class who completed all five required tax form homework assignments achieved an average score of 84% with average scores for HW 1 – 6 of 90%, 79%, 83%, 77%, 83%, and 90% 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 <b>Year This Assessment Occurred:</b> 2013-2014</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> Active</p>	<p><b>Assessment Method:</b> Objective Questions Tax Form Assignment</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Score of 70% or better.</p>	<p>10/13/2014 - 17 out of total 18 students who took final test in ACTG068A Spring 2014 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>Students in this class who completed all four required tax form homework assignments achieved an average score of 91%. The score</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>reveals that all students 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 <b>Year This Assessment Occurred:</b> 2013-2014</p>	
<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> <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 <b>Target for Success:</b> Score of 70% or better</p>	<p>10/13/2014 - 17 out of total 18 students who took final test in ACTG068A Spring 2014 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). Students in this class who completed all four required tax form homework assignments achieved an average score of 91%. 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 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 <b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - Accounting (ACTG) - ACTG 75 - ACCOUNTING FOR GOVERNMENT &amp; NOT-FOR-PROFIT - SLO 2: Application -</p>	<p><b>Assessment Method:</b> Summative final assessment delivered in</p>	<p>10/13/2014 - Final exam average of 90% indicates students achieved success in performing pertinent</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 - Accounting (ACTG)) <b>Start Date:</b> 09/19/2011 <b>Course-Level SLO Status:</b> Active	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.	accounting calculations to solve for Governmental and Not-for-Profit problems. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
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.	10/13/2014 - Final exam shows an average of 90%, indicating students achieved target in applying the concepts and theories of Governmental and Not for Profit accounting. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
Department - Accounting (ACTG) - ACTG 76 - ETHICS IN ACCOUNTING - SLO: 1 Theory - Explain the function of ethics as it relates to the accounting profession. (Created By Department - Accounting (ACTG))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Papers regarding the function of ethics related to accounting issues <b>Assessment Method Type:</b> Research Paper	10/13/2014 - Two case study/research papers were assigned covering different accounting ethics issues. Success rate for students papers were 89% and 82% respectively. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
Department - Accounting (ACTG) - ACTG 76 - ETHICS IN ACCOUNTING - SLO: 2 Application - Apply the AICPA Code of Professional Conduct, IRS rules and GAAP to ethical dilemmas faced by CPAs in practice. (Created By Department - Accounting (ACTG)) <b>Assessment Cycles:</b> End of Quarter	<b>Assessment Method:</b> Combination essay exams/multiple choice <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70% or better	10/13/2014 - Three exams (two mid-terms and a final exam) were administered. They were made up of a combination of summative essay questions and multiple choice questions. Students scored 88%, 80% and 79% respectively. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active			