

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Department Name:

Division Name:

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

Name	Department	Position
LISA DRAKE	ACTG	ASSOC. PROFESSOR
JOSE NAVA	ACTG / BUSI	PROFESSOR / CO-CHAIR (Curriculum)
SARA SEYEDIN	ACTG / BUSI	PROFESSOR / CO-CHAIR (Administration)

Number of Full Time Faculty: **Number of Part Time Faculty:**

Please list all existing Classified positions: *Example: Administrative Assistant I*

List all programs covered by this review and indicate the program type:

<input type="text" value="ACCOUNTING"/>	<input type="checkbox"/> Certificate	<input checked="" type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

SECTION 1: PROGRAM DATA & ENROLLMENT

1A. Transcriptable Program Data: Data will be posted on Institutional Research's [website](#) 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 Program	2012-2013	2013-2014	2014-2015
ASSOCIATE OF ARTS IN ACCOUNTING	21	30	30

1B. Non-Transcriptable Program Data: 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	2012-2013	2013-2014	2014-2015
CTEC CERTIFICATE	270	284	213
ENROLLED AGENT	0	0	1
OTHER CERTIFICATE OF PROFICIENCIES	48	39	45

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

These certificates are aimed in providing students with skill sets needed to become more marketable in the field of accounting and find a clerical position such as payroll specialist, tax preparer, accountings payable clerk, accounts receivable clerk, etc.

1C. Department Level Data:

	2012-2013	2013-2014	2014-2015
Enrollment	4,102	4,693	5,323
Productivity	493	483	487
Course Success	77%	78%	82%
Full-Time Load (FTEF)	13.2	15.5	17.5
Part-Time Load (FTEF)	6.8	9.5	11.9

1D. Enrollment Trend:

Program Enrollment (Over Past 3 Years): ☒ Increase ☐ Steady/No Change ☐ Decrease

1E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filipino	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Latino/a	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Native American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Decline to State	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☒ Above Level ☐ At Level ☐ Below Level
 Female: ☒ Above Level ☐ At Level ☐ Below Level
 <25 Years Old: ☒ Above Level ☐ At Level ☐ Below Level
 >25 Years Old: ☐ Above Level ☒ At Level ☐ Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) are below that of the College, what is your program doing to address this?

Given that accounting courses are problem-solving intensive (i.e. application level cognition - bloom's taxonomy), practice and reinforcement activities are essential to successful performance. Accounting instructors therefore are encouraged to take a more hands-on approach to their delivery of lessons. Online tools (e.g. Pearson's MyAccountinlab) have made it possible to extend problem-solving activities outside of the classroom. However, so-called targeted students still need individual tutoring. Unfortunately, the college administration completely eliminated tutorial services for the BSS Division

several years ago, shifting all tutoring resources to basic skills (e.g. math and english). The actg dept. has attempted to close the tutoring gap by offering very limited tutoring, funded with workforce funds (e.g. Perkins). We, the actg dept., were very clear to the college administration regarding the detriment to student learning, but have never received a proper response to when and how the college will again provide tutoring services to our students (BSS), as required by law. We have and will continue to document this issue in our program reviews.

1H. Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

None

1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☐ Increase ☒ Steady/No Change ☐ Decrease

Program Productivity (Compared to College): ☐ Above Goal ☐ At Goal ☒ Below Goal

Please discuss what factors may be affecting your program's productivity.

Seat count primarily and scheduling (e.g. at times more sections of a particular class than necessary)

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

Scheduling changes will be addressed during the current academic year.

SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

2A. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **55%**.

Program Level Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard

Targeted Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard

Online Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard

In-Person/Hybrid Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **71%**.

Program Level Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal

Targeted Student Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal

Online Student Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal

In-Person/Hybrid Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

As mentioned above, our efforts (e.g. problem-solving, online tools) within the class have yielded modest improvements in course success/completion. We have started to link our program to the business program's entrepreneurship activities and partner with accounting firms (e.g. PwC, Deloitte, local firms) to develop soft and other professional skills that will make all students, but especially

targeted students, more motivated and self-regulated. Unfortunately, basic skills students come with deep deficiencies that the college basic skills initiatives (e.g. basic skills tutorial center) are addressing with limited success. The accounting department can only offer some guidance (e.g. referral to counseling, basic skills center), given that, as mentioned above, the college administration eliminated all our tutorial resources, several years ago. Note that none of our program review resource requests have been approved for approximately a decade now.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

See response above

2C. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☒ Yes ☐ No

Does meaningful dialogue currently take place around equity and course success rates? ☐ Yes ☒ No

If yes, in what venues do these discussions take place? (Check all that apply)

☒ Department Meetings ☐ Opening Day ☐ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

Due to the lack of resources and the relatively large department, our focus has been on complying with the SLO process and with meeting enrollment and productivity goals. Equity and course completion rates have not been and will not be at the forefront of our conversations until the college administration commits significant additional resources to departments. FT faculty are not only bringing in the revenue for the college by teaching courses and growing programs, but also conducting many significant administrative tasks. Needless to say that we are way past our capacity limit. Note that we are actually reducing our extra-curricular workload, rather than increasing it to address other efforts, such as equity. Without the college administration committing additional resources, equity and course completion cannot be appropriately addressed at the departmental level.

2D. Course-Level: How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

Much of our relections on our courses have revolved around shifting class time to emphasize higher-order thinking skills (e.g. application or problem-solving, analysis, integration) and to get away from the traditional lecturing teaching approach.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

CL-SLO's met

2E. Program-Level: How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

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.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

All our core courses are directly transferable to UC and/or CSU either as required or elective courses. In the vast majority of cases our transferring accounting students are not interested in our AA Degree. Rather most transfer without obtaining an AA degree or any of our certificates. Our "upper division" coursework targets workforce development. Similarly to our transfer students, the vast majority take our classes to maintain or improve at their jobs/careers.

If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.

2F. Workforce/CTE Programs: Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program? 5%

What is being done at the program-level to assist students with job placement and workforce preparedness?

Over the past year, the accounting department was in the process of either creating or reinforcing various CTE and workforce related projects and partnerships with the local community (e.g. high schools, city of San Jose, employers). The plan had been to create links to employment or, at minimum, training opportunities for our business and accounting students. To do so, Foothill College, would have needed to demonstrate a commitment to the workforce part of our mission statement - beyond sitting on boards and committing on paper, without true action. Unfortunately, the college administration has gone in the opposite direction, eliminating the VP of Workforce. Additionally, there are other positions, in the college CTE/Workforce unit that have been lost and not replaced. In such an environment, there is very little that the accounting department can do to assist students with job placement and workforce preparedness.

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

1) Improve student success in targeted groups by 5%.	Year:	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
2) Improve practical, job-related experience for accounting students.	Year:	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
3) Improve departmental operational efficiency and pedagogical training.	Year:	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

As mentioned above, without college administration significant and authentic commitment to providing resources and to workforce, the accounting departments can barely maintain its current state.

Please provide rationale behind any objectives that are no longer a priority for the program.

See comment above

3B. New Program Objectives: Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Hire new actg instructor	Winter 2016	maintain program

3C. EMP Goals. Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

- ☒ Create a culture of equity that promotes student success, particularly for underserved students.
- ☒ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- ☒ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

3D. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
1) Instructional Assistant: Mentors and Tutor	12,000	Higher retention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2) Release time for Accounting Department Chair	24000	Provide equity for many tasks that are currently completed at no release time. These tasks include but not limited to hiring	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

		and mentoring part-time faculty, scheduling, advising students, providing liaison with the counselors, community , and accounting firms,, issuing certificates of proficiencie s, developing new courses and certificates, updating existing courses, maintaining and updating SLOs, etc .
3) Office space for Actg Lab		To provide permanent place for students to receive tutoring and mentoring related to concepts and job

☐
☐
☒
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		opportunities within the field of accounting

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☐

3E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
The Actg. Dept. has consistently asked for the three resources listed above (3D) for the past several years, but to this date, none of these resources has been funded	The growth and quality of program will diminish if these items continue to stay unfunded.

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

5A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

5B. Attach 2014-2015 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

6A. Strengths and successes of the program as evidenced by the data and analysis:

and many dedicated part time faculty. The emphasis of the program has been very work-force oriented and as such, many of the PT faculty who teach in this program are also accounting professionals by day, working in different industries, who are able to impart real-world knowledge and skills to their students. This is evidenced by the number of certificates that are awarded each year to students.

6B. Areas of concern, if any:

I echo faculty's concern about tutoring for ACTG students. Accounting is a very practical skill which employers seek. In order to address some of the concerns for equity in course success for students, we need to at very least provide some form of tutoring for our students.

6C. Recommendations for improvement:

My recommendation at this time is for faculty to develop a non-credit ACTG tutoring course with the PSME center. The model of non-credit tutoring has proven successful for many STEM students. STEM departments are able to hire non-credit faculty who can be available to tutor students in STEM. I believe the same can be done for this department. This should be a priority for the department. The faculty might also consider embedded tutoring which has been successfully done in Psychology and History departments. With the renovation of the new library, tutors can easily schedule private or group study rooms to hold their tutoring sessions.

With regards to workforce placement and internships, my recommendation is for the BSS division and Accounting Department to explore options for students via LinkedIn. The idea is to have every student exit the program with a LinkedIn profile and be a member of the Accounting Department LinkedIn group. This way, students can stay connected to each other and if there are positions open that faculty or students know about, it can be posted to the group site. We can also direct potential employees to that group for recruitment purposes.

6D. Recommended Next Steps:

- ☒ Proceed as Planned on Program Review Schedule
- ☐ Further Review / Out-of-Cycle In-Depth Review

This section is for the Vice President/President to provide feedback.

6E. Strengths and successes of the program as evidenced by the data and analysis:

The Accounting Program is a vibrant and high quality program that has grown significantly over the last five years due to the dedication and work of the faculty. The program serves many students in both traditional transfer track degree programs and many working professionals seeking retraining or new skills. The degree and certificate completion is strong as is the depth and the rigor of the course offerings. Student success remains strong overall, and the achievement gap among targeted groups is only 5% in most courses. The faculty take pride in the quality of their course offerings and while the program has grown in its online offerings to working adults, the face to face course offerings remain strong and more efforts are being made to offer hybrid sections to reach populations of students who may want a face to face option in a non-traditional format. The faculty are to be commended for their work in engaging with the adjunct faculty in the department and in developing quality online offerings.

6F. Areas of concern, if any:

It is clear there is frustration within the department regarding the loss of the previous tutorial program and the lack of a replacement program. There is also clear frustration regarding previous resource requests and lack of success achieving these. The program review states that no resource requests have

been approved, which is true in terms of several of the requests, such as the request for a dedicated lab space, reassigned time and a classified staff support, but the program has consistently received Perkins funding to support its growth and last year it received approval for a fourth full-time faculty position which is currently in the hiring process. It is important to remember that resource requests are a shared governance process and requests such as dedicated space, which many areas would like to have, are extremely difficult to meet given the lack of space on campus and the potential loss of classroom space. The program does have a strong case to make for reassigned time, which should be taken into account in the current year resource allocation process.

6G. Recommendations for improvement:

The program has been encouraged to explore tutorial support options such as embedded tutors and supplemental instruction and the Vice President and Dean support these efforts and will work with the faculty to find a solution to serve tutorial needs of students. Other options may include online tutoring support or non-credit courses, which could be repeated and serve students struggling in the 1A class. I recommend the faculty, Dean and Vice President schedule a meeting in Winter Quarter or early Spring Quarter to discuss issues around tutorial and their resource requests to look at options for making improvements.

6H. Recommended Next Steps:

- ☒ Proceed as Planned on Program Review Schedule
- ☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

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>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 25 MC Questions</p> <p>Assessment Method Type: Departmental Questions</p> <p>Target for Success: 70%</p>	<p>10/20/2015 - NAVA</p> <p>1. Randomly-drawn, Multiple-Choice Quiz (Formative) given via MAL (addresses SLO-1) 2. Algorithmic Homework Problems (Formative) given via MAL (addresses SLO-2)</p> <p>-----</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings.</p> <p>Over the years, I have used various settings for my 1A MAL-based assessments (formative). In the current year, I settled on unlimited attempts and no time limit on both the reading checks (quizzes) and homework assignments. In most cases, students attempted the reading checks and homeworks not more than a couple of times. The scores were, as expected, well above the target. These types of formative assessments provide students with a non-threatening learning experience of the material, which accommodates to their work schedule within each week. Based on student surveys, students requested for more practice and flexibility to learn the material and to learn how to use the online assessment tools.</p> <p>RESULTS SLO 1 Reading Checks Assessment Method: FORMATIVE</p> <p>Settings: Unlimited Attempts, Unlimited Time</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Unit Learning Outcome # of Submissions # of Submissions with scores >= 70% # of Submissions with scores >= 80% % > 70% % > 80% Summ. Exam</p> <p>RC1 31 27 27 87% 87%</p> <p>RC2 27 22 23 81% 85%</p> <p>RC3 31 30 29 97% 94%</p> <p>RC4 25 24 24 96% 96%</p> <p>RC5 24 24 22 100% 92%</p> <p>RC6 23 19 17 83% 74%</p> <p>RC7 23 21 20 91% 87%</p> <p>RC8 23 19 17 83% 74%</p> <p>Sum 207 186 179 90% 86%</p> <p>RESULTS SLO 2 Homework</p> <p>Assessment Method: FORMATIVE</p> <p>Settings: Unlimited Attempts, Unlimited Time</p> <p>Unit Learning Outcome # of Submissions # of Submissions with scores >= 70% # of Submissions with scores >= 80% % > 70% % > 80% Summ. Exam</p> <p>HW1 29 27 25 93% 86%</p> <p>HW2 30 25 24 83% 80%</p> <p>HW3 30 25 25 83% 83%</p> <p>HW4 24 22 22 92% 92%</p> <p>HW5 22 20 19 91% 86%</p> <p>HW6 23 21 20 91% 87%</p> <p>HW7 24 21 21 88% 88%</p> <p>HW8 24 22 21 92% 88%</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Sum 206 183 177 88.8% 85.9%</p> <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: none</p> <p>B. Teaching methods: none</p> <p>C. Assignments: none</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.): offer more practice exam (summative assessment) opportunities as well as post-exam assessments allowing for deeper learning of the material via the assessments.</p> <p>E. SLO: to be determined.</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? Better guidance on Assessment Design and Implementation (research-based).</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015 Related Documents: 1A_RESULTS-nava-sp15.xlsx</p>	
		10/17/2015 - BUTLER	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>1. Exams are comprised of randomly-drawn multiple-choice questions. Exams are administered via Etudes. (SLOs 1 & 2)</p> <p>2. Homework exercises and problems administered via MAL. (SLOs 1 & 2)</p> <p>3. Writing Assignment submitted via Etudes (SLO 1)</p> <p>-----</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings.</p> <p>The majority of students (81.25%) demonstrated they met SLO #1 through completion of exams, homework exercises, homework problems, and a writing assignment. This result is consistent with prior quarters.</p> <p>Assessment level of each student</p> <ul style="list-style-type: none"> • Twenty-six of 32 students (81.25%) demonstrated proficiency in meeting SLO #1 • Two of 32 students (6.25%) demonstrated progress in meeting SLO #1 • Four of 32 students (12.5%) demonstrated no evidence of meeting SLO #1 <p>Criteria used for assigning an assessment level to each student</p> <ul style="list-style-type: none"> • Meets the SLO - demonstrated proficiency: scored 70% or higher in course • Developing the SLO – demonstrated progress: scored between 40% and 70% in course • No evidence of the SLO: scored less than 40% in course <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 – na</p> <p>B. Teaching methods – na</p> <p>C. Assignments – na</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) – na</p> <p>E. SLO – na</p> <p>F. The Assessment for the SLO – na</p> <p>G. Other – all ongoing improvements:</p> <ul style="list-style-type: none"> • Review written instructions and rewrite those that may be vague or difficult to understand. • Review quiz questions and lecture materials on questions most frequently missed. <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p>	
		<p>10/14/2015 - BULLOCK</p> <p>In this course students are introduced to accounting and begin to learn many of the core concepts that are important throughout accounting. The primary learning objectives are to help students learn the terminology and framework for accounting. The course achieves this through hands-on exercises in accounting. Concepts and principles are demonstrated in class and reinforced through homework, quizzes and tests. Over 95% of the students in the class earned a grade of C or better for the course.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>None</p> <p>GE/IL-SLO Reflection: Students gained an understanding of accounting and developed the skills necessary to apply accounting concepts in practice. Upon completing the course students have the confidence to continue their accounting education in 1B and 1C.</p>	
	<p>Assessment Method: 10+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>		
<p>Department - Accounting (ACTG) - ACTG 1A - FINANCIAL ACCOUNTING I - 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>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 25 MC Questions</p> <p>Assessment Method Type: Departmental Questions</p> <p>Target for Success: 70%</p>	<p>10/14/2015 - BULLOCK</p> <p>The final exam was a comprehensive test covering the entire course and included 5 or more problems selected from each chapter covered in the course. In addition, students were given a Final Review Quiz that as part of their study material for the final exam. Over 90% of the class scored at least 70% on the final exam demonstrating their understanding of the material learned during the entire course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: Students were given study material that was comprehensive and included the more challenging questions from each chapter. Students succeeded in demonstrating what they had learned through in class participation and their performance on the tests. Throughout the course, students were required to participate in class while solving problems. This helped identify where students needed help in understanding something and was also an effective way for students to hear answers to problems from their peers for a different perspective.</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: 20+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% of students will correctly respond to 70% of the questions used in the assessment.</p>	<p>10/20/2015 - NAVA</p> <p>1. Randomly-drawn, Multiple-Choice Quiz (Formative) given via MAL (addresses SLO-1) 2. Algorithmic Homework Problems (Formative) given via MAL (addresses SLO-2) 3. "Traditional" Final Exam (2hrs, 1 attempt)</p> <p>-----</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings.</p> <p>Over the years, I have used various settings for my 1B MAL-based assessments (formative). In the current year, I settled on unlimited attempts and no time limit on both the reading checks (quizzes) and homework assignments. In most cases, students attempted the reading checks and homeworks not more than a couple of times. The scores were, as expected, well above the target. These types of formative assessments provide students with a non-threatening learning experience of the material, which accommodates</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>to their work schedule within each week. Based on student surveys, students requested for more practice and flexibility to learn the material and to learn how to use the online assessment tools.</p> <p>RESULTS SLO 1 Quizzes Assessment Method: FORMATIVE</p> <p>Settings: Unlimited Attempts, Unlimited Time</p> <p>Unit Learning Outcome # of Submissions # of Submissions with scores >= 70% # of Submissions with scores >= 80% % > 70% % > 80% Summ. Exam</p> <p>ULO9: 56 54 53 96% 95% ULO:10: 51 50 47 98% 92% ULO 11: 50 46 44 92% 88% ULO 12: 47 46 44 98% 94% ULO:13 48 47 46 98% 96% ULO 14: 45 44 44 98% 98% ULO 15: 45 41 36 91% 80% ULO S: 46 39 35 85% 76%</p> <p>Sum 388 367 349 95% 90%</p> <p>RESULTS SLO 2 Homework</p> <p>Assessment Method: FORMATIVE</p> <p>Settings: Unlimited Attempts, Unlimited Time</p> <p>Unit Learning Outcome # of Submissions # of Submissions with scores >= 70% # of Submissions</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>with scores $\geq 80\%$ % $> 70\%$ % $> 80\%$ Summ. Exam</p> <p> ULO:9 54 51 49 94% 91% ULO:10 56 55 52 98% 93% ULO 11: 50 43 43 86% 86% ULO 12: 50 46 45 92% 90% ULO 13: 50 46 44 92% 88% ULO 14: 47 41 36 87% 77% </p> <p>Sum 307 282 269 91.9% 87.6%</p> <p>FINAL EXAM: Class AVERAGE: 79%, MEDIAN: 81% (1 Attempt, SUMMATIVE)</p> <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: none</p> <p>B. Teaching methods: none</p> <p>C. Assignments: none</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.): offer more practice exam (summative assessment) opportunities as well as post-exam assessments allowing for deeper learning of the material via the assessments.</p> <p>E. SLO: to be determined.</p> <p>F. The Assessment for the SLO</p> <p>G. Other</p> <p>3) Can you identify any resources you need to</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>implement any suggested changes? Better guidance on Assessment Design and Implementation (research-based).</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015 Related Documents: nava-1B_spring2015.xls</p>	
		<p>10/20/2015 - PONLEITHNER</p> <p>1. Randomly-drawn, Multiple-Choice Quiz (Formative) given via MAL (addresses SLO-1) 2. Algorithmic Homework Problems (Formative) given via MAL (addresses SLO-2)</p> <p>----</p> <p>1) What were the most important findings from your data?</p> <p>Students who apply themselves to the course material, i.e., those who read the text and make an honest effort with the assignments, as demonstrated by the completion of homework assignments, chapter tests, and participation in class discussions, appear to enjoy a high rate of success in the course.</p> <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: None</p> <p>B. Teaching methods: During class presentations offer students a mix of theory and practical</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>application, through problem solving.</p> <p>C. Assignments: Focus on core competency.</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.): Increasing emphasis placed upon in-class quizzes and exams. Reduced grade weight for group projects and elimination of out-of-class exams, which have proven to be prone to academic dishonesty.</p> <p>E. SLO: None</p> <p>F. The Assessment for the SLO: None</p> <p>G. Other: None</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>No additional resources required.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p>	
		<p>10/09/2015 - DRAKE</p> <p>60% of quiz and final exam questions cover theory. Chapter quizzes given through MyAccountingLab. 2 chances, with different questions each attempt. Class average 80%. Bonds are the lowest scoring unit. Cumulative in class final exam with multiple choice and open response questions. Class average 86%.</p> <p>Result: Target Met Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2014-2015	
	Assessment Method: 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. Assessment Method Type: Exam - Course Test/Quiz Target for Success: At least 70% of students will correctly respond to 70% of the questions/problems.		
	Assessment Method: 10+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT Assessment Method Type: Exam - Course Test/Quiz		
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)) Course-Level SLO Status: Active	Assessment Method: Problem-Solving Tasks by chapter (at least 1 per learning objective) - FORMATIVE ASSESSMENT Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70% of students will correctly solve 70% of the problem-solving tasks	10/09/2015 - 40% of quiz and final exam questions cover computation and problem solving. Chapter quizzes given through MyAccountingLab. 2 chances, with different questions each attempt. Class average 80%. Bonds are the lowest scoring unit. Cumulative in class final exam with multiple choice and open response questions. Class average 86%. Result: Target Met Year This Assessment Occurred: 2014-2015	10/09/2015 - Bonds to be covered in more detail, with additional outside resources for students to utilize during their off campus time.
Department - Accounting (ACTG) - ACTG 1C - MANAGERIAL ACCOUNTING - SLO 1			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>- General Theory - Explain managerial accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 20+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% of students will correctly respond to 70% of the questions in the assessments.</p>	<p>10/20/2015 - NAVA</p> <p>1. Randomly-drawn, Multiple-Choice Quiz (Formative) given via MAL (addresses SLO-1) 2. Algorithmic Homework Problems (Formative) given via MAL (addresses SLO-2) 3. "Traditional" Final Exam (2hrs, 1 attempt)</p> <p>----</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings.</p> <p>Over the years, I have used various settings for my 1C MAL-based assessments (formative). In the current year, I settled on unlimited attempts and no time limit on both the reading checks (quizzes) and homework assignments. In most cases, students attempted the reading checks and homeworks not more than a couple of times. The scores were, as expected, well above the target. These types of formative assessments provide students with a non-threatening learning experience of the material, which accommodates to their work schedule within each week. Based on student surveys, students requested for more practice and flexibility to learn the material and to learn how to use the online assessment tools.</p> <p>With respect to observations related to specific content, Ch 17 and Ch 22 appear to be the most challenging, given the scores on both formative and summative assessments.</p> <p>RESULTS SLO 1 Quizzes Assessment Method: FORMATIVE</p> <p>Settings: Unlimited Attempts, Unlimited Time AVERAGE Ch 16: 95% Ch 17: 71% Ch 18: 93%</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Ch 19: 92%</p> <p>Ch 20: 99%</p> <p>Ch 21: 98%</p> <p>Ch 22: 91%</p> <p>Ch 23: 81%</p> <p>Ch 24: 97%</p> <p>RESULTS SLO 2 Homework</p> <p>Assessment Method: FORMATIVE</p> <p>Settings: Unlimited Attempts, Unlimited Time</p> <p>Ch 16: 94%</p> <p>Ch 17: 89%</p> <p>Ch 18: NONE</p> <p>Ch 19: 86%</p> <p>Ch 20: 96%</p> <p>Ch 21: 86%</p> <p>Ch 22: 71%</p> <p>Ch 23: 89%</p> <p>Ch 24: 97%</p> <p>MIDTERM 1: Ch 16-17: 82%</p> <p>MIDTERM 2: Ch 18-21: 81%</p> <p>FINAL EXAM: Class AVERAGE: 77%, MEDIAN: 78% (1 Attempt, SUMMATIVE)</p> <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: none</p> <p>B. Teaching methods: Add teaching activities to improve performance when covering Ch 17, 21.</p> <p>C. Assignments: none</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.): offer more practice exam</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>(summative assessment) opportunities as well as post-exam assessments allowing for deeper learning of the material via the assessments.</p> <p>E. SLO: to be determined.</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? Better guidance on Assessment Design and Implementation (research-based).</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015 Related Documents: 1C_basic_RESULTS.xls</p>	
		<p>10/20/2015 - BENSON</p> <p>1. Randomly-drawn, Multiple-Choice Quiz (Formative) given via MAL (addresses SLO-1) 2. Algorithmic Homework Problems (Formative) given via MAL (addresses SLO-2)</p> <p>-----</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings. There is a ten question thirty minute quiz for each chapter. The class average for all quiz scores was 89%. This indicates that the students can quickly recall from studying or find the answers they are seeking in a short amount of time and do so successfully.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>The class average for all algorithmic homework problems given through MAL was 78%. The class mean was 82%. Some students were fully engaged with the homework by reworking it until 100% was achieved, while others did not participation was minimal. The average score on the homework should be higher because this is one of the best ways to practice learning the material and the homework can be worked as many times as the student wishes in order to receive full-credit.</p> <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 – the content of the course is good</p> <p>B. Teaching methods – additional videos explaining how to solve problems will be created.</p> <p>C. Assignments – the homework was for extra credit, which may contribute to the less than desired engagement. Homework will be graded an not extra credit to incentives students to complete the homework and work to earn full-points.</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) – quizzes, exams, and term-paper will remain as is.</p> <p>E. SLO – SLO is appropriate for course</p> <p>F. The Assessment for the SLO – no change</p> <p>G. Other - none</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>One resource that is needed is video production software, but this was recently provided to instructors that have requested it.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p>	
		<p>10/09/2015 - DRAKE</p> <p>Comprehensive final exam covering all major learning objectives in the course. 60% of the 40 multiple choice questions covered theory. The final exam score class average was 87%. Of the chapter quizzes the overall average score was 78% with the lowest chapter score (72%) occurring in Chapter 22.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p>	<p>10/09/2015 - This edition of the textbook covers budgeting (Chapter 22) poorly. Instructors should cover this chapter developing their own materials and by using Excel.</p>
<p>Department - Accounting (ACTG) - ACTG 1C - MANAGERIAL ACCOUNTING - SLO 2 - 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Problem-solving tasks by chapter (at least 1 per learning objective) - FORMATIVE ASSESSMENTS Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70% of students will successfully solve 70% of the problem-solving tasks.</p>	<p>10/09/2015 - DRAKE</p> <p>Comprehensive final exam covering all major learning objectives in the course. 40% of the 40 multiple choice questions covered computation of methods and procedures. There was one open response problem. The final exam score class average was 87%. Of the chapter quizzes the overall average score was 78% with the lowest chapter score (72%) occurring in Chapter 22.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p>	<p>10/09/2015 - Chapter 22, Budgeting is poorly written in this edition. Instructors should consider developing their own materials in Excel with the 9th edition of the text.</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>Assessment Cycles: End of Academic Year</p> <p>Start Date: 01/01/2013</p> <p>End Date: 03/31/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70%</p>	<p>09/29/2015 - Assessment: The majority of students 99% successfully demonstrated a fundamental understanding and ability to explain intermediate financial accounting terminology, concepts, principles, and frameworks. This assessment was determined through a combination of computerized homework assignments, mid-term and final exams.</p> <p>Reflection: Students tend to focus on the mechanics of posting journal entries and do not internalize the basic assumptions of accounting.</p> <p>Planned Changes: Assign additional reading and assignments to focus students on higher level accounting principles and conceptual framework.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None</p>	
	<p>Assessment Method: Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70%</p>		
	<p>Assessment Method: Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	70% Related Documents: Grades Wiley - RAW TracDat 10.2013.csv Assessment Method: Formative quizzes per chapter. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of students will score at 80% or above.		
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)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Formative and/or summative assessments, including representative problems from chapters/topics covered in the class. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70%	09/29/2015 - Assessment: The majority of students 99% successfully demonstrated the ability to perform related calculations and demonstrated the ability to use methods and /or procedures to solve intermediate financial accounting problems. This assessment was determined through a combination of computerized homework assignments, mid-term and final exams. Reflection: It was difficult for students to build a healthy skepticism around the subtle differences in the quality of data used for decision-making. Planned Changes:Assign additional readings & cases to highlight failures in financial reporting due to poor data quality and/or lack of a scrutiny of key reporting assumptions Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: None	
	Assessment Method: Formative and Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70%		
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)) Assessment Cycles: End of Academic Year Start Date: 09/01/2012 End Date: 09/16/2013 Course-Level SLO Status: Active	Assessment Method: Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70%	09/29/2015 - Assessment: The majority of students 99% successfully demonstrated a fundamental understanding and ability to explain intermediate financial accounting terminology, concepts, principles, and frameworks. This assessment was determined through a combination of computerized homework assignments, mid-term and final exams. Reflection: Students tend to focus on the mechanics of posting journal entries and do not internalize the basic assumptions of accounting. Planned Changes: Assign additional reading and assignments to focus students on higher level accounting principles and conceptual framework. Result: Target Met Year This Assessment Occurred: 2014-2015	
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)) Assessment Cycles: End of Academic Year Start Date: 09/01/2012 End Date: 09/16/2013 Course-Level SLO Status: Active	Assessment Method: Formative and/or summative assessments, including representative problems from chapters/topics covered in the class. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70%	09/29/2015 - Assessment: The majority of students 99% successfully demonstrated the ability to perform related calculations and demonstrated the ability to use methods and /or procedures to solve intermediate financial accounting problems. This assessment was determined through a combination of computerized homework assignments, mid-term and final exams. Reflection: It was difficult for students to build a healthy skepticism around the subtle differences in the quality of data used for decision-making. Planned Changes: Assign additional readings & cases to highlight failures in financial reporting due to poor data quality and/or lack of a scrutiny of key reporting assumptions Result:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met Year This Assessment Occurred: 2014-2015	
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. (Created By Department - Accounting (ACTG)) Course-Level SLO Status: Active	Assessment Method: Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70% success rate	09/29/2015 - Assessment: The majority of students 99% successfully demonstrated a fundamental understanding and ability to explain intermediate financial accounting terminology, concepts, principles, and frameworks. This assessment was determined through a combination of computerized homework assignments, mid-term and final exams. Reflection: Students tend to focus on the mechanics of posting journal entries and do not internalize the basic assumptions of accounting. Planned Changes: Assign additional reading and assignments to focus students on higher level accounting principles and conceptual framework. Result: Target Met Year This Assessment Occurred: 2014-2015	
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)) Course-Level SLO Status: Active	Assessment Method: Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70% success rate	09/29/2015 - Assessment: The majority of students 99% successfully demonstrated the ability to perform related calculations and demonstrated the ability to use methods and /or procedures to solve intermediate financial accounting problems. This assessment was determined through a combination of computerized homework assignments, mid-term and final exams. Reflection: It was difficult for students to build a healthy skepticism around the subtle differences in the quality of data used for decision-making. Planned Changes: Assign additional readings & cases to highlight failures in financial reporting due to poor data quality and/or lack of a scrutiny of key reporting assumptions Result:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met Year This Assessment Occurred: 2014-2015	
Department - Accounting (ACTG) - ACTG 52 - ADVANCED ACCOUNTING - 1a - Theory - Explain advanced accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG)) Start Date: 07/02/2012 Course-Level SLO Status: Active	Assessment Method: Testing of students' knowledge of Advanced Accounting utilizing three multiple choice quizzes and two tests, a mid-term and a comprehensive final exam, during the course. Testing includes a mid-term consisting of 30 questions and a final exam consisting of 50 questions. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80%	10/17/2015 - Students completed homework assignments throughout the course to prepare for the quizzes and tests. Over 95% of the students successfully completed the quizzes and tests with a score of at least 80%. Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: None	
Department - Accounting (ACTG) - ACTG 52 - ADVANCED ACCOUNTING - 1b - Application - Perform related calculations and demonstrate the ability to use methods and /or procedures to solve advanced accounting problems. (Created By Department - Accounting (ACTG)) Start Date: 07/02/2012 Course-Level SLO Status: Active	Assessment Method: Completion of homework assignments for each chapter to demonstrate the knowledge gained and apply the skills learned to solve advanced accounting problems. Assessment Method Type: Discussion/Participation Target for Success: 80%	10/17/2015 - Students assigned two types of homework for each of the 9 chapters. Students are assigned homework to complete for practice and assigned specific problems they must submit for grading. Over 95% of students succeeded in earning grades of over 80% on their homework assignments. Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: None	
Department - Accounting (ACTG) - ACTG 53 - FINANCIAL STATEMENT ANALYSIS - SLO 1 - Explain financial statement analysis terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG)) Course-Level SLO Status:	Assessment Method: During the quarter, students gained theoretical knowledge of various methods and techniques used in financial statement analysis. Specifically, students gained adequate theoretical knowledge that allowed them to explain the nature of business analysis and its relation to financial	10/17/2015 - Findings: During the course, students acquired practical skills in various methods used to analyze financial documentation. Average score for the course was 88%. The target of 70% student achievement has been met. Possible Changes: Course material will remain	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p>	<p>statement analysis, identify and discuss various types of business and financial analyzes, and understand business activities and their relation to financial statements.</p> <p>To assess students' success in meeting this student learning outcome, the course was structured to include the following assessments: 8 sets of multiple choice or true-or-false questions that related to the theory of financial statement analysis (average score 92%); 10 sets of multiple choice or fill-in computational exercises, problems and cases assignments (average score 88%); 4 tests (average score 84%) and 1 final exam (average score 84%) that included multiple choice and true-or-false questions. Students were also required to participate in discussions related to the theory and practice of financial statement analysis. The test and the final exam consisted of 40 questions. The final exam consisted of 60 questions. The time allowed for the tests and the final exams was 3 and 4 hours, respectively. Only one attempt was allowed for each of the tests and the final exam.</p> <p>Target for Success: 80% of students will perform at 70% or better overall in assessments.</p>	<p>unchanged, but course discussions will be broadened to include current topics and events related to financial statement analysis in an attempt to related the knowledge acquired in class to modern practice. It is anticipated that these discussions will increase student interest in the subject.</p> <p>Required resources: No additional resources will be required. Result: Target Met Year This Assessment Occurred: 2014-2015</p>	
<p>Department - Accounting (ACTG) - ACTG 53 - FINANCIAL STATEMENT ANALYSIS - SLO 2 - Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial statement analysis problems. (Created By Department - Accounting (ACTG))</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: During the quarter, students successfully developed a set of score skills essential to financial statement analysis. Specifically, the students gained adequate theoretical knowledge that allowed them being able to analyze financial statements using various methods commonly used in practice: ratio</p>	<p>10/17/2015 - Findings: During the course, students acquired practical skills in various methods used to analyze financial documentation. Average score for the course was 88%. The target of 70% student achievement has been met.</p> <p>Possible Changes: Course material will remain unchanged, but course discussions will be</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>analysis, cash flow analysis, discounted cash flow methods and residual income technique.</p> <p>To assess students' success in meeting this student learning outcome, the course was structured to include the following assessments: 8 sets of multiple choice or true-or-false questions that related to the theory of financial statement analysis (average score 92%); 10 sets of multiple choice or fill-in computational exercises, problems and cases assignments (average score 88%); 4 tests (average score 84%) and 1 final exam (average score 84%) that included multiple choice and true-or-false questions. Students were also required to participate in discussions related to the theory and practice of financial statement analysis. The test and the final exam consisted of 40 questions. The final exam consisted of 60 questions. The time allowed for the tests and the final exams was 3 and 4 hours, respectively. Only one attempt was allowed for each of the tests and the final exam. Additionally, students were required to complete a course project (average score 77%) that related to analysis of a current annual report. The project consisted of 4 parts, required the students to review an annual report and prepare computational analysis of the information contained in the report. The project was untimed.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will perform at 70% or above overall.</p>	<p>broadened to include current topics and events related to financial statement analysis in an attempt to related the knowledge acquired in class to modern practice. It is anticipated that these discussions will increase student interest in the subject.</p> <p>Student Learning Outcome #2:</p> <p>Required resources: No additional resources will be required.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Accounting (ACTG) - ACTG 55 - FINANCIAL REPORTING - SLO 2 - Perform related calculations and demonstrate the ability to use methods and /or procedures to solve intermediate financial reporting problems. (Created By Department - Accounting (ACTG))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Accounting (ACTG) - ACTG 55 - FINANCIAL REPORTING - SLO 1 - Explain financial reporting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG))</p> <p>Course-Level SLO Status: Active</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.</p> <p>(Created By Department - Accounting (ACTG))</p> <p>Start Date: 09/19/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Multiple Choice Questions(1 quiz, 2 midterm exams, and final exam)</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70%</p>	<p>10/20/2015 - KORNIAKOV</p> <p>I.E: embedded multiple choice, portfolio, pre-post, performance evaluation using a rubric, written evaluation using a rubric, T/F, any number of examples, don't need to attach actual assignment</p> <p>Student Learning Outcome #1:</p> <p>Assessments: During the quarter, students gained theoretical knowledge related to the contemporary auditing environment, auditing profession, and the principles and practices of financial statement auditing. Specifically, students were able to successfully master various topics of auditing, attestation and assurance services, generally accepted auditing standards (GAAS), various attestation standards, internal controls, audit planning, procedures, methods and types of evidence and auditing documentation.</p> <p>To assess students' success in meeting this</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>student learning outcome, the course was structured to include the following assessments: 5 sets of multiple choice or true-or-false questions that related to the theory of auditing (average score 76%); 2 tests (average score 89%) and 1 final exam (average score 86%) that included multiple choice and true-or-false questions. The students were also required to participate in discussions related to the theory and practice of financial statement analysis. Each test consisted of 30 questions. The final exam consisted of 50 questions. The time allowed for the tests and the final exams was 2 and 4 hours, respectively. Only one attempt was allowed for each of the tests and the final exam. Students were also required to participate in class discussions; student participation in discussion was graded based on content of their responses.</p> <p>Student Learning Outcome #2:</p> <p>Assessments: During the quarter, students successfully developed a set of core skills essential to auditing methods. Specifically, students were able to develop computational skills that allowed them to compute various audit risks and perform statistical sampling.</p> <p>To assess students' success in meeting this student learning outcome, the course was structured to include the following assessments: 5 sets of multiple choice or true-or-false questions that related to the theory of auditing (average score 76%); 2 tests (average score 89%) and 1 final exam (average score 86%) that included multiple choice and true-or-false questions. The students were also required to participate in discussions related to the theory and practice of financial statement analysis. Each test consisted of 30 questions. The final exam consisted of 50 questions. The time allowed for the tests and the final exams was 2 and 4 hours, respectively. Only</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>one attempt was allowed for each of the tests and the final exam. Additionally, throughout the course, students were required to complete 10 myAccountingLab assignments (average score 90%), that were untimed but only with 3 allowed attempts.</p> <p>-----</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings.</p> <p>Student Learning Outcome #1:</p> <p>Findings: During the course, students demonstrated through understanding of GAAS and various attestation standards. Average score for the course was 87%. The target of 70% student achievement has been met.</p> <p>Student Learning Outcome #2:</p> <p>Findings: During the course, students acquired practical skills to perform audit-related computations. Average score for the course was 87%. The target of 70% student achievement has been met.</p> <p>2) Given the results of this assessment, describe what changes will be made, if any to the following:</p> <p>Student Learning Outcome #1:</p> <p>Possible Changes: Course material will remain unchanged, but course discussions will be broadened to include current topics and events related to audit practice. It is anticipated that these discussions will increase student interest in the subject.</p> <p>Student Learning Outcome #2:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Possible Changes: The course material will remain unchanged.</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>Student Learning Outcome #1:</p> <p>Required resources: No additional resources will be required.</p> <p>Student Learning Outcome #2:</p> <p>Required resources: No additional resources will be required.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p>	
		<p>09/22/2015 - BOWMAN</p> <p>Fall 2014- The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 87% 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>For the Fall 2014 term, there were 5 homework assignments, 6 interactive discussion questions, and 14 MyAccountingLab assignments. The overall grade in the course based on all gradable assignments was 88%.</p> <p>Winter 2015-</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 88% 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>For the Winter 2015 term, there were 5 homework assignments, 6 interactive discussion questions, and 16 MyAccountingLab assignments. The overall grade in the course based on all gradable assignments was 89%</p> <p>Spring 2015- The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 87% 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>For the Spring 2015 term, there were 5 homework assignments, 6 interactive discussion questions, and 16 MyAccountingLab assignments. The overall grade in the course based on all gradable assignments was 87%.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: none Resource Request: none</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: This addresses core competencies of (1) Communication, (2) Computation, (3) Creative, Critical, and Analytical Thinking, and (4) Community/Global Consciousness and Responsibility.</p> <p>GE/IL-SLO Reflection: This addresses core competencies of (1) Communication, (2) Computation, (3) Creative, Critical, and Analytical Thinking, and (4) Community/Global Consciousness and Responsibility.</p>	
<p>Department - Accounting (ACTG) - ACTG 58 - 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>Start Date: 09/19/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Multiple Choice Questions(1 quiz, 2 midterm exams, and final exam)</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70%</p>	<p>09/22/2015 - BOWMAN</p> <p>Fall 2014- The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 87% 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>For the Fall 2014 term, there were 5 homework assignments, 6 interactive discussion questions, and 14 MyAccountingLab assignments. The overall grade in the course based on all gradable assignments was 88%.</p> <p>Winter 2015- The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 88%. representing students' understanding of auditing terminology, concepts, principles, and frameworks.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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>For the Winter 2015 term, there were 5 homework assignments, 6 interactive discussion questions, and 16 MyAccountingLab assignments. The overall grade in the course based on all gradable assignments was 89%.</p> <p>Spring 2015- The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 87%. 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>For the Spring 2015 term, there were 5 homework assignments, 6 interactive discussion questions, and 16 MyAccountingLab assignments. The overall grade in the course based on all gradable assignments was 87%.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: none GE/IL-SLO Reflection: This addresses core competencies of (1) Communication, (2) Computation, (3) Creative, Critical, and Analytical Thinking, and (4) Community/Global Consciousness and Responsibility.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/24/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 1quiz, 2 midterm exams, and final exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% or better</p>	<p>09/22/2015 - Fall 2014- The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90% 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>For the Fall 2014 term, there were 7 homework assignments, 6 interactive discussion questions. The overall grade in the course based on all gradable assignments was 90%.</p> <p>Winter 2015- The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 91% 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>For the Winter 2015 term, there were 7 homework assignments, 6 interactive discussion questions. The overall grade in the course based on all gradable assignments was 91%.</p> <p>Spring 2015- The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students'</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>understanding also includes their ability to describe and perform fraud examination methods and /or procedures.</p> <p>For the Spring 2015 term, there were 7 homework assignments, 6 interactive discussion questions. The overall grade in the course based on all gradable assignments was 88%.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015 GE/IL-SLO Reflection: This addresses core competencies of (1) Communication, (2) Computation, (3) Creative, Critical, and Analytical Thinking, and (4) Community/Global Consciousness and Responsibility.</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>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Exams (1 quiz, 2 mid-terms and final exam)</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% or better</p>	<p>09/22/2015 - Fall 2014-</p> <p>The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90% 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>For the Fall 2014 term, there were 7 homework assignments, 6 interactive discussion questions. The overall grade in the course based on all gradable assignments was 90%.</p> <p>Winter 2015-</p> <p>The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>percentage of 91% 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>For the Winter 2015 term, there were 7 homework assignments, 6 interactive discussion questions. The overall grade in the course based on all gradable assignments was 91%.</p> <p>Spring 2015- The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90% 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>For the Spring 2015 term, there were 7 homework assignments, 6 interactive discussion questions. The overall grade in the course based on all gradable assignments was 88%.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015 GE/IL-SLO Reflection: This addresses core competencies of (1) Communication, (2) Computation, (3) Creative, Critical, and Analytical Thinking, and (4) Community/Global Consciousness and Responsibility.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>SLO 1 - Context - Explain financial accounting terminology, concepts, and principles related to a service and merchandise company. (Created By Department - Accounting (ACTG))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Multiple Choice Questions Assessment Method Type: Exam - Course Test/Quiz</p>	<p>10/10/2015 - Students demonstrated that they could explain financial accounting terminology, concepts, and principles as the class average grade for exam #1 was 91%, for exam #2 was 85% and for final exam was 85%.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015 Related Documents: Spring 2015 Relection Findings</p>	<p>10/10/2015 - Continue with the current assignments and exams.</p> <hr/>
		<p>09/24/2015 - 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 86%.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015 Related Documents: Reflection backup</p>	<p>09/24/2015 - Continue with the current assignments and exams.</p> <hr/>
<p>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> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Excel assignments which include analyzing transactions, preparation of financial statements, and bank reconciliation preparation. Assessment Method Type: Class/Lab Project</p>	<p>10/10/2015 - Students demonstrated the ability to use methods and /or procedures to solve financial accounting problems for a small service or merchandise business as the class average grade for homework problems ranged from 91% to 96%.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p>	<p>10/10/2015 - Continue with the current assignments.</p> <hr/>
		<p>09/24/2015 - Students demonstrated the ability to use methods and /or procedures to solve financial accounting problems for a small service or merchandise business as the class average grade for homework problems ranged from 93% to 98%.</p> <p>Result: Target Met Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2014-2015	
	Assessment Method: Multiple-choice Questions Assessment Method Type: Exam - Course Test/Quiz		
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)) Course-Level SLO Status: Active	Assessment Method: 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. Assessment Method Type: Class/Lab Project Target for Success: Scores of 70% or better on assignments.	10/17/2015 - Case problem series in Recording Transactions in Quickbooks such as invoices, bills, creating and receiving against Purchase orders, Capital Stock, Making deposits, recording liabilities, entering payroll , Bank reconciliations, Using the General Ledger in Quickbooks to record accrual and adjustment journals, Printing and Analyzing financial statements in Quickbooks, ----- 1) What were the most important findings from your data? Write two to five sentences summarizing your findings. As students keep practicing with the case problem series, they become good at entering the day to day transactions such as invoices, bills, Purchase orders, bank deposits etc. Payroll continues to be a more difficult area and also entering adjusting and correcting journal entries. A smaller percentage of students seem to need help with bank reconciliations but are able to complete it with help. I need to make improvements towards addressing SLO2 better. 2) Given the results of this assessment, describe what changes will be made, if any to the following: A. Content of course-.For each chapter, I plan to include more examples of actual journal entries being created by Quickbooks as students enter the various transactions. Also, integrate this into the online discussions. This will help students to connect accounting principles already learned and the mechanics of the software which addresses SLO 2.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>B. Teaching methods- Spend more time on online discussions on the chapters which are transaction heavy. Encourage students to think about what the software is actually doing as they enter various transactions- what is being picked up as they generate various reports. Connect various fields of source documents and explain the importance in the light of Accounting principles and concepts. Include some videos as part of the lectures; Continue to encourage students to use journal entries for payroll transactions as an alternate way to enter payroll.</p> <p>C. Assignments- Continue to add to the quizzes more questions on accrual and adjusting type journal entries, include questions on various report analyses, questions around connecting accounting principles and concepts and the transactions being entered, include questions where they would research the Intuit support websites. Also include more analytical type assignments.</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.)- Assignments and quizzes</p> <p>E. SLO</p> <p>F. The Assessment for the SLO-Will include some embedded questions in the tests as part of SLO assessment.</p> <p>G. Other</p> <p>3) Can you identify any resources you need to implement any suggested changes? More online resources like Accounting coach.com to help re-inforce concepts learned in earlier classes which is very essential for using Quickbooks. Quickbooks accounting forums and Intuit support is a valuable resource which has many topics that are useful to</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>students.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Scores of 70% or better on the assignments.</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Scores of 70% or better on assignments.</p>	<p>09/30/2015 - Students showed great ability in their compilation of financial statements, analyzing data presented by financial statements, and drawing conclusions about the strengths and weaknesses regarding companies through the spreadsheet formatted statements. They were especially capable in the amortization, pivot table, and inventory assignments which required Excel program knowledge at an in depth level and accounting principle understanding to match the software capabilities as well. Areas of improvement would include payroll processing, adjusting entries, and bank reconciliation. These areas are not highly covered in accounting courses, with the exception of adjusting entries, and therefore may be the cause for lower scoring and ability. Having additional online resources, such as videos, tutorials, and accounting principle quizzes/review checks to supplement the projects may be of great assistance. Especially for the areas of improvement.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met Year This Assessment Occurred: 2014-2015	
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)) Course-Level SLO Status: Active	Assessment Method: 2 formative assignments designed to develop models independently without preprogrammed templates. 1 summative assignment consisting of interrelated data and financial statement presentation. Assessment Method Type: Class/Lab Project Target for Success: Scores of 70% or better on assignments.	09/30/2015 - Students scored an average of about 89% on these assignments of Depreciation, Statement of Cash Flows, and Financial Statements. They demonstrated strong ability to integrate accounting principles into statement analysis and creation using the Excel program. In addition, they were able to extract valuable data from these spreadsheets to determine key factors happening within the companies. An improvement would be to ensure they know the correct format of the statements and how to present to a common reader. I will ensure greater feedback to my students as they progress through the course so that when these assignments are undertaken (near the end of the course), they will not have this problem. Result: Target Met Year This Assessment Occurred: 2014-2015	
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)) Course-Level SLO Status: Active	Assessment Method: Multiple-choice questions Assessment Method Type: Exam - Course Test/Quiz Related Documents: reflection for acctg65_winter2012.xlsx	10/17/2015 - 1. Randomly-drawn, Multiple-Choice Quiz (Formative) given via MAL (addresses SLO-1) 2. Algorithmic Homework Problems (Formative) given via MAL (addresses SLO-2) ----- TBD Result: Target Not Met Year This Assessment Occurred: 2014-2015	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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>Assessment Method Type: Class/Lab Project</p> <hr/> <p>Assessment Method: Multiple-choice questions</p> <p>Assessment Method Type: Exam - Course Test/Quiz</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: [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>Assessment Method Type: Exam - Course Test/Quiz</p> <hr/> <p>Assessment Method: 10+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT</p>	<p>09/17/2015 - Students performed well in regard to SLO 1. Students 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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</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>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70%</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Assessment Method: 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</p>	<p>09/17/2015 - By examining the midterm and final, I determined that the overall understanding of cost accounting methods and procedures was approximately at 90%. The students performed at much higher level on midterm and quizzes in compare to the final examination. The students performed quantitative analysis, and used information resources to respond to various cost accounting problems such as actual/budget variances for cost of production. The areas that seemed to be troublesome for the students are as following: predetermined rate for absorbing manufacturing overhead and analyzing the volume variance, accounting for normal losses in the manufacturing process, actual application on FIFO method for inventory accounting. In my opinion <10 % of students had issues with the mentioned topics, and the rest of the students have developed a solid understanding of most aspects of cost accounting.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>objective per chapter) - FORMATIVE ASSESSMENT.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70%</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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>Assessment Method Type: Exam - Course Test/Quiz</p>	<p>09/17/2015 - Data shows that student performance average well above target for all areas. Most students demonstrated an excellent ability to solve problems. Students performed at a high level in this area and scored mostly at about 85% at an A level.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
	<p>Assessment Method: 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>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70%</p>		
<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> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Objective questions Tax Form Assignment</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Score of 70% or better</p>	<p>10/17/2015 - Objective Questions Tax Form Assignment</p> <p>-----</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings. Average comprehensive Final Test score was</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>84% with the highest/lowest score of 97% and 47% respectively.</p> <p>54 students out of 56 students 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 assignments 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 comprehensive tax return assignments with average scores of 88%, 90%, 91% and 91% reflect a general upward grade trend and support the "majority" conclusion for the SLO #2.</p> <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 most complex tax technical issues the students face while working on homework assignments in this course.</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 2015-2016 year monitor any tax</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>law changes and timely update class website / content of the course</p> <ul style="list-style-type: none"> - In Winter 2016 quarter participate in developing the 2015 SLO final exam - In Winter 2016 quarter participate in updating California portion of the class for 2015 California tax law changes <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>-Investing approximately 40-50 hours for ongoing website maintenance, CA 2015 renewal, and 2015 SLO final test development and tax law updates.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Objective Questions Tax Form Assignment</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>		
<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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Objective questions Tax Form Assignment</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Achieve score of 70% or better.</p>	<p>10/17/2015 - Objective Questions Tax Form Assignment</p> <p>----</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings.</p> <p>An average score achieved by 17 students who took final test in ACTG068A Spring 2015 class was 104 or 70%. However only 9 students individually scored 70% or above. As a result</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>these 9 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 90%. 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>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 utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on "how the IRS asks questions" topics.</p> <p>B. Teaching methods Encourage students to participate in class discussions by offering participation points.</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 NONE</p> <p>3) Can you identify any resources you need to implement any suggested changes? Investing approximately 30-40 hours in module, discussion points, and Form 1065 guidance worksheet development/update</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met Year This Assessment Occurred: 2014-2015</p> <hr/> <p>10/17/2015 - Objective Questions Tax Form Assignment</p> <p>-----</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings. 68% (13 out of total 19 students who took final test) in ACTG068B Winter 2015 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). Students in this class who completed all 8 required tax form homework assignments achieved an average score of 90% with average scores for HW 1 – 8 of 92%, 76%, 79%, 94%, 88%, 100%, 92% and 94% 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>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 utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on "how the IRS asks questions" topics.</p> <p>B. Teaching methods Develop "Weekly Participation" discussions to prepare students for topics in the homework assignments.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>C. Assignments None</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) None</p> <p>E. SLO No changes</p> <p>F. The Assessment for the SLO None</p> <p>G. Other None</p> <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> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p>	
		<p>10/17/2015 - Objective Questions Tax Form Assignment</p> <p>-----</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings. An average score achieved by 17 students who took final test in ACTG068A Spring 2015 class was 104 or 70%. However only 9 students individually scored 70% or above. As a result these 9 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 90%. The score reveals that all students acquired a working knowledge of tax form preparation approach as it</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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>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 utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on "how the IRS asks questions" topics.</p> <p>B. Teaching methods Encourage students to participate in class discussions by offering participation points.</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 NONE</p> <p>3) Can you identify any resources you need to implement any suggested changes? Investing approximately 30-40 hours in module, discussion points, and Form 1065 guidance worksheet development/update.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</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	<p>Assessment Method: Objective Questions Tax Form Assignment</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
to sole proprietorships and partnerships. (Created By Department - Accounting (ACTG))	Target for Success: Achieve score of 70% or better.		
Course-Level SLO Status: Active			
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))	Assessment Method: Objective Questions Tax Form Assignment Assessment Method Type: Exam - Course Test/Quiz Target for Success: Scores of 70% or higher.	10/17/2015 - Objective Questions Tax Form Assignment ---- 1) What were the most important findings from your data? Write two to five sentences summarizing your findings. 68% (13 out of total 19 students who took final test) in ACTG068B Winter 2015 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). Students in this class who completed all 8 required tax form homework assignments achieved an average score of 90% with average scores for HW 1 – 8 of 92%, 76%, 79%, 94%, 88%, 100%, 92% and 94% 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. 2) Given the results of this assessment, describe what changes will be made, if any to the following: 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. B. Teaching methods Develop "Weekly Participation" discussions to	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>prepare students for topics in the homework assignments.</p> <p>C. Assignments</p> <p>None</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.)</p> <p>None</p> <p>E. SLO</p> <p>No changes</p> <p>F. The Assessment for the SLO</p> <p>None</p> <p>G. Other</p> <p>None</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>Investing approximately 40-50 hours of module / practice test development time</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<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>Assessment Method: Objective Questions Tax Form Assignment</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>		
<p>Course-Level SLO Status: Active</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</p>	<p>Assessment Method: Objective Questions Tax Form Assignment</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Score of 70% or better.</p>	<p>10/17/2015 - Objective Short-Answer Questions – narrative and calculation based, True-False & Multiple Choice Questions drawn from past SEE Exams.</p> <p>-----</p> <p>1) What were the most important findings from</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Proprietorships and Partnerships. (Created By Department - Accounting (ACTG))</p> <p>Course-Level SLO Status: Active</p>		<p>your data? Write two to five sentences summarizing your findings. Average comprehensive Final Test score was 95% with the highest/lowest score of 100% and 81% respectively. Of 16 students, 14 demonstrated a clear commitment to participation, diligence in completing homework, etc. Of the 14 students who demonstrated engagement, the final exam average is 95% and all 14 students earned an A- or greater in the class (the remaining two students ceased to significantly participate in the class after the first 5 weeks and both failed the class outright). This class centers on SEE Exam preparation and I believe this goal is being met for students who invest the adequate time and resources into completing the class.</p> <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 2015-2016 year monitor any tax law changes and timely update class website / content of the course</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>3) Can you identify any resources you need to implement any suggested changes? Investing approximately 20-40 hours for ongoing website maintenance and 2016 Spring Quarter development and tax law updates.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Objective Questions Tax Form Assignment</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Score of 70% or better</p>		
<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 - Accounting (ACTG))</p> <p>Start Date: 09/19/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Summative final assessment delivered in AT&S in Etudes. 60 questions, random draw from all Unit Learning Objectives. Score displayed after manual release.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: A score of 70% or better.</p>	<p>09/24/2015 - The results of exams (1 quiz, 2 midterm exams, and the final exam) with an average overall percentage of over 90% for both classes indicate students' understanding and ability to use appropriate methods and/or procedures to solve problems.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p>	
<p>Department - Accounting (ACTG) - ACTG 75 - ACCOUNTING FOR GOVERNMENT & NOT-FOR-PROFIT - SLO 1: Theory - Explain Governmental and Not-For-Profit</p>	<p>Assessment Method: Summative final assessment delivered in AT&S in Etudes. 60 questions, random draw from all Unit Learning Objectives.</p>	<p>09/24/2015 - The results of exams (1 quiz, 2 midterm exams, and the final exam) with an average overall percentage of over 90% for both classes indicate students' understanding and</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
accounting terminology, concepts, frameworks, and procedures. (Created By Department - Accounting (ACTG)) Start Date: 09/19/2011 Course-Level SLO Status: Active	Score displayed after manual release. Assessment Method Type: Exam - Course Test/Quiz Target for Success: A score of 70% or better.	knowledge in Governmental and Not-For-Profit accounting theory. Result: Target Met Year This Assessment Occurred: 2014-2015	
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)) Course-Level SLO Status: Active	Assessment Method: Papers regarding the function of ethics related to accounting issues Assessment Method Type: Research Paper	10/12/2015 - Two case study/research papers were assigned covering different issues regarding ethics in accounting. Success rate for students papers were 97% and 94% respectively. Result: Target Met Year This Assessment Occurred: 2014-2015	
		10/09/2015 - Two case study/research papers were assigned covering different issues regarding ethics in accounting. Success rate for students papers were 92% and 94% respectively. Result: Target Met Year This Assessment Occurred: 2014-2015	
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)) Assessment Cycles: End of Quarter Course-Level SLO Status: Active	Assessment Method: Combination essay exams/multiple choice Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70% or better	10/12/2015 - 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 95%, 90% and 99% respectively. Result: Target Met Year This Assessment Occurred: 2014-2015	
		10/09/2015 - 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 96%, 87% and 98% respectively. Result:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met Year This Assessment Occurred: 2014-2015	

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. Year PL-SLO implemented: End of Quarter SLO Status: Active	Assessment Method: 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	06/14/2012 - Based on results from assessments for the core classes (1B and 1C) for all the Fall and Spring quarters in the 2011-2012 academic year, our students have met the target for both PLO's (theory and application) and in both formats: formative and summative assessments (see data below). Since the scores are significantly above the target, we will tighten the settings for the formative assessments and increase the difficulty level for the exams in the upcoming 2012-2013 academic year. ----- ----- SUMMATIVE ASSESSMENTS (Comprehensive Final Exam) ----- ----- Actg 1B: application problems - Fall 2011: 85% success rate Actg 1B: application problems - Winter 2012: 87%	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>the core (Actg 1A, 1B, and 1C).</p> <p>Assessment Method Type: Departmental Questions</p> <p>Target: 70% of learners will successfully respond to 70% of the questions.</p>	<p>success rate</p> <p>Actg 1B: application problems - Spring 2012: 94% success rate</p> <p>Actg 1C: application problems - Winter 2012: 82% success rate</p> <p>Actg 1C: application problems - Spring 2012: 87% success rate</p> <p>-----</p> <p>-----</p> <p>FORMATIVE ASSESSMENTS (Per Chapter Quizzes)</p> <p>-----</p> <p>-----</p> <p>Actg 1B: theory questions - Fall 2011: 88% success rate overall for quarter</p> <p>Actg 1B: theory questions - Winter 2012: 88% success rate overall for quarter</p> <p>Actg 1B: theory questions - Spring 2012: 92% success rate overall for quarter</p> <p>Actg 1B: application problems - Fall 2011: 90% success rate overall for quarter</p> <p>Actg 1B: application problems - Winter 2012: 94% success rate overall for quarter</p> <p>Actg 1B: application problems - Spring 2012: 97% success rate overall for quarter</p> <p>Actg 1C: theory questions - Winter 2012: 95% success rate overall for quarter</p> <p>Actg 1C: application problems - Winter 2012: 89% success rate overall for quarter</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: More calculators would be helpful.	
Program (BSS-ACTG) - Accounting AA/CA - 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. Year PL-SLO implemented: End of Quarter SLO Status: Active	Assessment Method: 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). 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). 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 50% of the exam must include comprehensive problems.	09/22/2012 - Based on results from assessments for the core classes (1B and 1C) for all the Fall and Spring quarters in the 2011-2012 academic year, our students have met the target for both PLO's (theory and application) and in both formats: formative and summative assessments (see data below). Since the scores are significantly above the target, we will tighten the settings for the formative assessments and increase the difficulty level for the exams in the upcoming 2012-2013 academic year. ----- ----- SUMMATIVE ASSESSMENTS (Comprehensive Final Exam) ----- ----- Actg 1B: application problems - Fall 2011: 85% success rate Actg 1B: application problems - Winter 2012: 87% success rate Actg 1B: application problems - Spring 2012: 94% success rate Actg 1C: application problems - Winter 2012: 82% success rate Actg 1C: application problems - Spring 2012: 87% success rate ----- ----- FORMATIVE ASSESSMENTS (Per Chapter Quizzes)	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method Type: Departmental Questions Target: 70% of learners will score at the 70% level, as predefined in the scoring rubric.	----- ----- Actg 1B: theory questions - Fall 2011: 88% success rate overall for quarter Actg 1B: theory questions - Winter 2012: 88% success rate overall for quarter Actg 1B: theory questions - Spring 2012: 92% success rate overall for quarter Actg 1B: application problems - Fall 2011: 90% success rate overall for quarter Actg 1B: application problems - Winter 2012: 94% success rate overall for quarter Actg 1B: application problems - Spring 2012: 97% success rate overall for quarter Actg 1C: theory questions - Winter 2012: 95% success rate overall for quarter Actg 1C: application problems - Winter 2012: 89% success rate overall for quarter Result: Target Met Year This Assessment Occurred: 2011-2012	
Program (BSS-ACTG) - Accounting AA/CA - 3 - Integration - Graduates will demonstrate accounting-related research, financial analysis/modeling skills as well as technology, communication, and interpersonal competencies by preparing a project in groups and across multiple mediums, such as face-to-face, mobile devices, and the internet - using current technologies of the trade (e.g. excel, word).	Assessment Method: This PLO will be assessed by group-project assignments developed/selected by department lead for each course and/or by his/her delegate. Evaluation to be done via a pre-defined scoring rubric (cognition levels 3 -5). Assessment Method Type: Class/Lab Project Target: 70% of learners will score at the 70% level,		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Year PL-SLO implemented: End of Quarter	as predefined in the scoring rubric.		
SLO Status: Inactive			