

ANNUAL PROGRAM REVIEW TEMPLATE for 2016-2017

## 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.*

**Program/Department Name:** Accounting

**Division Name:** Business and Social Sciences

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

Name	Department	Position
Lisa Drake	Accounting	Associate Professor
Jose Nava	Accounting/Business	Professor/Chairman
Sara Seyedin	Accounting/Business	Professor
Alexander Korniakov	Accounting	Assistant Professor

**Number of Full Time Faculty:** 4 **Number of Part Time Faculty:** 21

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

## SECTION 1: PROGRAM REFLECTION

**1A. Program Update:** Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

The accounting program continues to be quite robust. Our enrollment is up 19.5% from the prior academic year, with productivity and course success up 6.8% and 3.7%, respectively. Our productivity is still below the college average, but seat count and scheduling may be affecting this. Our course offerings are 180 sections in total. This year we are very excited to have two supplemental instructors working a total of 16 hours a week in the STEM center as tutors and it's our hope this will close the achievement gap for those disproportionately impacted students. Our success rates among African American students rose by 3% up to 62%, Latino/a up 5% to 74%.

**1B. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

4 Areas of Improvement:

- a) Tutoring Support and Student Engagement
- b) Instructor Onboarding and Support, especially in Online Instruction (pedagogy training)

ANNUAL PROGRAM REVIEW TEMPLATE for 2016-2017

- c) Completion of curriculum (AIS) and integration with SLC, other disciplines internally, and development of partnerships with community stakeholders.
- d) Development of measureable PLOs and review of SLOs in selected courses

In addition to the tutoring now being offered at the STEM center, we continue to do more problem solving and implementing online tools in our classes which have yielded improvements in course success and completion. The full time faculty work hard to hire, mentor and evaluate the extensive number of adjunct faculty necessary for this department. As the program continues to grow, more emphasis must be placed on instructional quality, especially in our online classes.

The accounting department has been ramping up for the past fifteen years and we are approximately one course away (Accounting Information Systems) from a truly comprehensive curriculum. The challenge the department faces is how to continue to revamp and sustain the program for future generations. As a department, we need to weave an accounting component into other disciplines, such as business (e.g. entrepreneurship) and to develop authentic experiential opportunities for our students.

To better understand our needs going forward, the department should revise our PLOs and develop a baseline set of metrics. Our current PLOs are not well defined and thus have not been measured. Additionally, even though most of our instructors comply (some notable exceptions) with SLO reflections for their courses, they are done to comply rather than to satisfy their intent (e.g. improve teaching and learning). To improve our reflection process, we intend to define, measure, and reflect at the program level, rather than course level. ACCJC allows such an approach. We, in the department, believe this new approach would yield more meaningful discussion and programmatic improvements that can be sustained in the long run.

**1C. Measures of Success:** What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

We will continue to look at enrollment at the department and course level, class success rates, student success rates with an emphasis in the underserved populations. Additionally, we hope to integrate our accounting curriculum with other programs, especially with the Business, PSME, and Fine Arts disciplines as we work together on a combined Service Leadership programs and coursework.

**1D. EMP Goal:** The 2015-2020 Educational Master Plan (EMP) includes the following goal:  
*“Create a culture of equity that promotes student success, particularly for underserved students.”*

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

We are continuing to link our program to the business program's entrepreneurship activities and partner with outside accounting firms (PwC, local firms) and related entities (CalCPA) to develop soft and professional skills that will make all students, especially targeted students more motivated and self directed.

ANNUAL PROGRAM REVIEW TEMPLATE for 2016-2017

We are also working on getting honors sections of 1B and 1C through curriculum as well as developing an Accounting Information Systems class. These are based on needs identified by our accounting advisory board.

**SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS**

**2A. New Program Objectives:** Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	Winter 2016 Term	Course Enrollment
Offer honors sections of 1B/1C	2017-18 Academic Year	Course enrollment
Accounting Information Systems	Fall 2018	Course enrollment
Redevelop PLO's	Fall 2017	Entered into Tracdat or similar
Develop Quantitative Courses (e.g. Bond Valuations) targeting our working professionals in the Silicon Valley (workforce development group)	To Be Determined	Completed COR's

**2B. 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.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Refer to BUSI 2016-17 Program Review for DETAIL (duplicate below)	\$100K	Develop Service Leadership Center (SLC)	☒	☒	☒	☒
Director of Service Leadership Center			☒	☒	☒	☒
Student Coordinators (Phase I)			☒	☒	☒	☒
Faculty Leads (2, Phase I)			☒	☒	☒	☒
			☒	☒	☒	☒
			☒	☒	☒	☒

ANNUAL PROGRAM REVIEW TEMPLATE for 2016-2017


**2C. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

--

--

**3A. Attach 2015-2016 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.

ATTACHED

**3B. Attach 2015-2016 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.

UNDER DEVELOPMENT in current academic year

**SECTION 4: FEEDBACK AND FOLLOW-UP**

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

**4A. Strengths and successes of the program as evidenced by the data and analysis:**

The Accounting Program is a true model of a highly relevant, high-quality career and transfer program meeting the needs of multiple populations of students. As demonstrated in the data sheet, the program has grown 50% in the last four years and student success rates have increased for all categories of students as well. This is due to the focused efforts of the full-time faculty members and the dedicated adjunct instructors in the department who have updated curriculum, added new courses and hired many new instructors to meet student demand. It is also due to the work the full-time faculty have done to clarify the pathway to the CPA Exam prep and to serve students seeking to maintain their licenses with continuing education. The Certificate of Achievement in CPA Exam Preparation serves many career-focused students. The program also serves a transfer student population that is primarily during the daytime, and many of these students are receiving the ADT in Business Administration and the many specialized short certificates such as the Tax Accounting Career Certificate. The program is to be commended for its mentorship of adjunct instructors, for holding regular department meetings and for its advisory board and for its focus on student learning outcomes and program learning outcomes. Due to the strong growth in the accounting program a fourth full-time position was added this to meet student demand and serve both transfer and career student populations.

**4B. Areas of concern, if any:**

No areas of concern.

**4C. Recommendations for improvement:**

ANNUAL PROGRAM REVIEW TEMPLATE for 2016-2017

As the guided pathways funding becomes available in the State budget, look for ways to use this as an opportunity to further inform students of the accounting degree and career pathways and to update our current website and create new informational materials for students. As the college discusses the process for documenting and awarding non-transcriptable certificates, consider the accounting certificates and how to create a sustainable process for documenting and awarding non-transcriptable certificates. Kurt

**4D. Recommended Next Steps:**

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

*Upon completion of Section 4, 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><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 04/03/2016</p> <p><b>End Date:</b> 06/23/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 25 MC Questions</p> <p><b>Assessment Method Type:</b> Departmental Questions</p> <p><b>Target for Success:</b> 70%</p>	<p>10/20/2015 - 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 &gt;= 70% # of Submissions with scores &gt;= 80% % &gt; 70% % &gt; 80% Summ.</p> <p>Exam</p> <table> <tbody> <tr><td>RC1</td><td>31</td><td>27</td><td>27</td><td>87%</td><td>87%</td></tr> <tr><td>RC2</td><td>27</td><td>22</td><td>23</td><td>81%</td><td>85%</td></tr> <tr><td>RC3</td><td>31</td><td>30</td><td>29</td><td>97%</td><td>94%</td></tr> <tr><td>RC4</td><td>25</td><td>24</td><td>24</td><td>96%</td><td>96%</td></tr> <tr><td>RC5</td><td>24</td><td>24</td><td>22</td><td>100%</td><td>92%</td></tr> <tr><td>RC6</td><td>23</td><td>19</td><td>17</td><td>83%</td><td>74%</td></tr> <tr><td>RC7</td><td>23</td><td>21</td><td>20</td><td>91%</td><td>87%</td></tr> <tr><td>RC8</td><td>23</td><td>19</td><td>17</td><td>83%</td><td>74%</td></tr> </tbody> </table> <p>Sum 207 186 179 90% 86%</p>	RC1	31	27	27	87%	87%	RC2	27	22	23	81%	85%	RC3	31	30	29	97%	94%	RC4	25	24	24	96%	96%	RC5	24	24	22	100%	92%	RC6	23	19	17	83%	74%	RC7	23	21	20	91%	87%	RC8	23	19	17	83%	74%	
RC1	31	27	27	87%	87%																																														
RC2	27	22	23	81%	85%																																														
RC3	31	30	29	97%	94%																																														
RC4	25	24	24	96%	96%																																														
RC5	24	24	22	100%	92%																																														
RC6	23	19	17	83%	74%																																														
RC7	23	21	20	91%	87%																																														
RC8	23	19	17	83%	74%																																														
		<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 &gt;= 70% # of Submissions with scores &gt;= 80% % &gt; 70% % &gt; 80% Summ.</p> <p>Exam</p> <table> <tbody> <tr><td>HW1</td><td>29</td><td>27</td><td>25</td><td>93%</td><td>86%</td></tr> <tr><td>HW2</td><td>30</td><td>25</td><td>24</td><td>83%</td><td>80%</td></tr> <tr><td>HW3</td><td>30</td><td>25</td><td>25</td><td>83%</td><td>83%</td></tr> <tr><td>HW4</td><td>24</td><td>22</td><td>22</td><td>92%</td><td>92%</td></tr> <tr><td>HW5</td><td>22</td><td>20</td><td>19</td><td>91%</td><td>86%</td></tr> <tr><td>HW6</td><td>23</td><td>21</td><td>20</td><td>91%</td><td>87%</td></tr> <tr><td>HW7</td><td>24</td><td>21</td><td>21</td><td>88%</td><td>88%</td></tr> <tr><td>HW8</td><td>24</td><td>22</td><td>21</td><td>92%</td><td>88%</td></tr> </tbody> </table>	HW1	29	27	25	93%	86%	HW2	30	25	24	83%	80%	HW3	30	25	25	83%	83%	HW4	24	22	22	92%	92%	HW5	22	20	19	91%	86%	HW6	23	21	20	91%	87%	HW7	24	21	21	88%	88%	HW8	24	22	21	92%	88%	
HW1	29	27	25	93%	86%																																														
HW2	30	25	24	83%	80%																																														
HW3	30	25	25	83%	83%																																														
HW4	24	22	22	92%	92%																																														
HW5	22	20	19	91%	86%																																														
HW6	23	21	20	91%	87%																																														
HW7	24	21	21	88%	88%																																														
HW8	24	22	21	92%	88%																																														

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> <ul style="list-style-type: none"> <li>A. Content of course: none</li> <li>B. Teaching methods: none</li> <li>C. Assignments: none</li> <li>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.</li> <li>E. SLO: to be determined.</li> <li>F. The Assessment for the SLO</li> <li>G. Other</li> </ul> <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><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2014-2015</p> <p><b>Related Documents:</b>  <a href="#">1A_RESULTS-nava-sp15.xlsx</a></p> <p>10/17/2015 - BUTLER</p>	

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 &amp; 2)</p> <p>2. Homework exercises and problems administered via MAL. (SLOs 1 &amp; 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"> <li>• Twenty-six of 32 students (81.25%) demonstrated proficiency in meeting SLO #1</li> <li>• Two of 32 students (6.25%) demonstrated progress in meeting SLO #1</li> <li>• Four of 32 students (12.5%) demonstrated no evidence of meeting SLO #1</li> </ul> <p>Criteria used for assigning an assessment level to each student</p> <ul style="list-style-type: none"> <li>• Meets the SLO - demonstrated proficiency: scored 70% or higher in course</li> <li>• Developing the SLO – demonstrated progress: scored between 40% and 70% in course</li> <li>• No evidence of the SLO: scored less than 40% in course</li> </ul> <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"> <li>• Review written instructions and rewrite those that may be vague or difficult to understand.</li> <li>• Review quiz questions and lecture materials on questions most frequently missed.</li> </ul> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>None</p> <p><b>GE/IL-SLO Reflection:</b></p> <p>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>10/13/2014 - The average score of 8 chapter quizzes and a final midterms for Spring 2014 was 80%. The MAL-based formative quizzes were given on an unlimited time basis (2 attempts). The MAL-based final was given based on 1 take, 120 min time limit, 6 problems from 7, and 8. On all problems, target of 80% was met. A. Content of course The content of the course would remain the same. B. Teaching methods Emphasis will continue to be placed on practice problems. Refer to SLO reflection for more detail. C. Assignments Homework assignments will remain mostly intact. D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) Course evaluation procedures combination of exams, homework, papers, practice exams will continue. In class practice problems will be expanded. E. SLO Students will be able to : 1. Explain financial accounting terminology, principles, and concepts. 2. Explain financial accounting methods and/or procedures. F. The Assessment for the SLO G. Other 3) Can you identify any resources you need to implement any suggested changes? Continue to provide (expand) knowledgeable tutors for traditional, hybrid and online courses to help students reinforce what they have learned in class.</p> <p><b>Result:</b></p> <p>Target Met</p> <p><b>Year This Assessment Occurred:</b></p> <p>2013-2014</p> <p>08/09/2013 - The average score of 8 chapter quizzes midterms for summ 2013 was above 80%. The MAL formative quizzes were given on</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>an unlimited time basis (2 attempts).</p> <p>A. Content of course</p> <p>The content of the course would remain the same.</p> <p>B. Teaching methods</p> <p>Emphasis will continue to be placed on practice problems. Refer to SLO reflection for more detail.</p> <p>C. Assignments</p> <p>Homework assignments will remain mostly intact.</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.)</p> <p>Course evaluation procedures combination of exams, homework, papers, practice exams will continue. In class practice problems will be expanded.</p> <p>E. SLO</p> <p>Students will be able to :</p> <ol style="list-style-type: none"> <li>1. Explain financial accounting terminology, principles, and concepts.</li> <li>2. Explain financial accounting methods and/or procedures.</li> </ol> <p>F. The Assessment for the SLO</p> <p>G. Other</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Assessment Method:</b> 10+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>Continue to provide (expand) knowledgeable tutors for traditional, hybrid and online courses to help students reinforce what they have learned in class.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Related Documents:</b></p> <p><a href="#">1a torretto</a> <a href="#">1A nava</a></p> <p>01/23/2012 - In the two sections where enrollment was 36 and 23 respectively the average comprehensive test score was 73% and 70% with a highest/lowest test score of 98%/36% and 96%/14% respectively. Highest scoring chapters were 2,4,5 and 8 (5 &amp; 8 tied with 86%)/1,2 and 8 for the other section. The lowest scoring chapters were 3,4 and 7/3,4 and 5. In particular students had trouble with being clear on distinguishing between types of accounts, the effects of leaving off adjustments, borrowing money and rules regarding freight in and out.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
		<p>10/13/2016 - In one face-to-face section where enrollment was 20 the average test score for midterm #1 was 70% and for midterm #2 85% with a highest/lowest test score of 94%/34% and 100%/32% respectively. In general students had a good understanding of the general principles and application of accounting rules. Students had difficulty with the effects of leaving off adjustments, and correctly presenting the impact on the accounting equation. However, towards the end of</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up										
		<p>the term, students' knowledge was particularly enhanced in this area. Final examination was conducted in a supervised format - 80% of the students scored 85% and above on the comprehensive final examination.</p> <p>Students also prepared weekly homework and quizzes in MAL formative quizzes. MAL quizzes were given on an unlimited time basis (2 attempts). At this point, I believe the content of the course is relevant and should remain the same.</p> <p>My course evaluation procedure is consisted of exams, homework, writing assignment, and quizzes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p>06/23/2016 - Nava: Based on data from chapter assessments, by learning objective, the following are the data: Chapter Average   specific LO's below 70% passing rate by class</p> <table border="0"> <tr> <td>Ch 1: 72   LO 5 (46%), 6 (41%)</td> <td>Ch 2: 72   none</td> </tr> <tr> <td>Ch 3: 71   none</td> <td>Ch 4: 58   LO 2 (55%), 4 (55%), 5 (67%), 6 (42%), 7 (42%)</td> </tr> <tr> <td>Ch 5: 73   LO 3 (59%), 5 (56%)</td> <td>Ch 6: 86   none</td> </tr> <tr> <td>Ch 7: 91   none</td> <td>Ch 8: 86   none</td> </tr> <tr> <td>Ch 9: 80   none</td> <td></td> </tr> </table> <p>Since both Ch 1 LO 5 and Ch 4 LO 2 relate to the preparation of financial statements. I will develop a handout or video to demonstrate how to prepare reports.</p> <p>Overall, the substantial number of LO's in most chapters met the target.</p> <p><b>Result:</b></p>	Ch 1: 72   LO 5 (46%), 6 (41%)	Ch 2: 72   none	Ch 3: 71   none	Ch 4: 58   LO 2 (55%), 4 (55%), 5 (67%), 6 (42%), 7 (42%)	Ch 5: 73   LO 3 (59%), 5 (56%)	Ch 6: 86   none	Ch 7: 91   none	Ch 8: 86   none	Ch 9: 80   none		<p>06/23/2017 - Since both Ch 1 LO 5 and Ch 4 LO 2 relate to the preparation of financial statements. I will develop a handout or video to demonstrate how to prepare reports.</p>
Ch 1: 72   LO 5 (46%), 6 (41%)	Ch 2: 72   none												
Ch 3: 71   none	Ch 4: 58   LO 2 (55%), 4 (55%), 5 (67%), 6 (42%), 7 (42%)												
Ch 5: 73   LO 3 (59%), 5 (56%)	Ch 6: 86   none												
Ch 7: 91   none	Ch 8: 86   none												
Ch 9: 80   none													

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Assessment Method:</b>            Exam/Test/Quiz - two midterms and one comprehensive final exam was given to a total of 20 students from sections of Acctg 1A , on campus and one hour online component.</p> <p>Standard and Target for Success: At least 70 percent of total students taking the exam are expected to earn C or better. In addition to the exams, I had weekly online quizzes which students had to complete on regular basis. 90% of the students earned As and Bs in Acctg 1A.</p> <p>I also had a writing assignment which tested students understanding on different terminology in accounting - the students had to prepare this assignment as a group and earned 80% and above.</p> <p><b>Assessment Method Type:</b>            Exam - Course Test/Quiz</p>	<p>Target Met</p> <p><b>Year This Assessment Occurred:</b>            2015-2016</p> <p><b>Resource Request:</b>            Release time to develop departmental materials.</p> <p><b>Related Documents:</b>  <a href="#">1ah-sp16-final.csv</a></p>	
<p><b>Department - Accounting (ACTG) - ACTG 1A - FINANCIAL ACCOUNTING I - SLO 2 -</b>            Application - Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems. (Created By Department - Accounting (ACTG))</p> <p><b>Assessment Cycles:</b>            End of Academic Year</p>	<p><b>Assessment Method:</b>            25 MC Questions</p> <p><b>Assessment Method Type:</b>            Departmental Questions</p> <p><b>Target for Success:</b>            70%</p>	<p>08/09/2013 - The average score of 3 midterms for my winter 2011 "1B" classes totaling 74 students was 77%. The final exam average score for my winter 1B classes was still lower at 68%. I believe the difference at least partially reflects the questions selected for the final exam which includes "appendix" questions had not been taught. Review of the appendix materials to be included in class should be discussed.</p>	

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>F. The Assessment for the SLO</p> <p>G. Other</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>Continue to provide (expand) knowledgeable tutors for traditional, hybrid and online courses to help students reinforce what they have learned in class.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
	<p><b>Assessment Method:</b> Exam with at least 1 problem representing all or selected chapters/topics.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of class will score 70% or more on each problem.</p>	<p>10/16/2016 - Drake: Class size of 36, two mid-terms and a final exam (comprehensive) with averages of 90%, 78%, and 76%. Combined with these in class exams are quizzes with algorithmic randomly draw question quizzes with percentages ranging from 87% for recording transactions to 69% for Receivables. Total overall passing rate was 81% for combined quizzes/mid-terms/final. The material in 1A becomes much more difficult by the end of the class, which is evident in the final exam score. More emphasis on Cash and Receivables as the last two units covered, with more practice problems and group work in class.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	<p>10/13/2016 - Fakoor - In one face-to-face section where enrollment was 20 the average test score for midterm #1 was 70% and for midterm #2 85% with a highest/lowest test score of 94%/34% and</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>100%/32% respectively. In general students had a good understanding of the general principles and application of accounting rules. Students had difficulty with the effects of leaving off adjustments, and correctly presenting the impact on the accounting equation. However, towards the end of the term, students' knowledge was particularly enhanced in this area. Final examination was conducted in a supervised format - 80% of the students scored 85% and above on the comprehensive final examination.</p> <p>Students also prepared weekly homework and quizzes in MAL formative quizzes. MAL quizzes were given on an unlimited time basis (2 attempts). At this point, I believe the content of the course is relevant and should remain the same. My course evaluation procedure is consisted of exams, homework, writing assignment, and quizzes.</p>	
		<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p>10/13/2016 - Through a combination of lecture and study of the course text students learn and are able to apply their newfound knowledge with success.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> None</p> <p>06/23/2016 - Nava: Based on data from chapter assessments, by learning objective, the following are the data: Chapter Average   specific LO's below 70% passing rate by class</p> <p>Ch 1: 72   LO 5 (46%), 6 (41%)</p> <p>Ch 2: 72   none</p> <p>Ch 3: 71   none</p>	<p>06/23/2017 - Since both Ch 1 LO 5 and Ch 4 LO 2 relate to the preparation of financial statements. I will develop a handout or video to demonstrate how to prepare reports.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Ch 4: 58   LO 2 (55%), 4 (55%), 5 (67%), 6 (42%), 7 (42%)  Ch 5: 73   LO 3 (59%), 5 (56%)  Ch 6: 86   none  Ch 7: 91   none  Ch 8: 86   none  Ch 9: 80   none</p> <p>Since both Ch 1 LO 5 and Ch 4 LO 2 relate to the preparation of financial statements. I will develop a handout or video to demonstrate how to prepare reports.</p> <p>Overall, the substantial number of LO's in most chapters met the target.</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2015-2016</p> <p><b>Related Documents:</b>  <a href="#">1ah-sp16-final.csv</a></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><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2014-2015</p> <p><b>Resource Request:</b>  None</p> <p><b>GE/IL-SLO Reflection:</b>  Students were given study material that was comprehensive and included the more</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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>10/13/2014 - The average score of 8 chapter quizzes and a final midterms for Spring 2014 was 75%. The MAL-based formative quizzes were given on an unlimited time basis (2 attempts). The MAL-based final was given based on 1 take, 120 min time limit, 6 problems from ch 7, and 8 with computations necessary on 40% of all multiple choice. On all problems, target of 80% was met. A. Content of course The content of the course would remain the same. B. Teaching methods Emphasis will continue to be placed on practice problems. Refer to SLO reflection for more detail. C. Assignments Homework assignments will remain mostly intact. D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) Course evaluation procedures combination of exams, homework, papers, practice exams will continue. In class practice problems will be expanded. E. SLO Students will be able to : 1. Explain financial accounting terminology, principles, and concepts. 2. Explain financial accounting methods and/or procedures. F. The Assessment for the SLO G. Other 3) Can you identify any resources you need to implement any suggested changes? Continue to provide (expand) knowledgeable tutors for traditional, hybrid and online courses to help students reinforce what they have learned in class.</p> <p><b>Result:</b> Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>12/13/2013 - The average score of 8 chapter quizzes and a final midterms for summ 2013 was above 80%. The MAL-based formative quizzes were given on an unlimited time basis (2 attempts). The MAL-based final was given based on 1 take, 120 min time limit, 6 problems from ch 5, 6, 7, and 8. On all problems, target of 80% was met.</p> <p>A. Content of course</p> <p>The content of the course would remain the same.</p> <p>B. Teaching methods</p> <p>Emphasis will continue to be placed on practice problems. Refer to SLO reflection for more detail.</p> <p>C. Assignments</p> <p>Homework assignments will remain mostly intact.</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.)</p> <p>Course evaluation procedures combination of exams, homework, papers, practice exams will continue. In class practice problems will be expanded.</p> <p>E. SLO</p> <p>Students will be able to :</p> <ol style="list-style-type: none"> <li>1. Explain financial accounting terminology, principles, and concepts.</li> <li>2. Explain financial accounting methods and/or</li> </ol>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>procedures.</p> <p>F. The Assessment for the SLO</p> <p>G. Other</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>Continue to provide (expand) knowledgeable tutors for traditional, hybrid and online courses to help students reinforce what they have learned in class.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Related Documents:</b> <a href="#">1A nava</a></p> <p><b>Assessment Method:</b> Writing assignment which entailed analysis of a public company financial statements and calculate ratios and analyze the performance of the company.</p> <p>Another assessment method applicable to this SLO is the tests and final exam which students demonstrated tremendous capability on using methods or procedures to solve financial accounting problems.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of the students achieved B or better.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>- FINANCIAL ACCOUNTING II - SLO 1 - General Theory - Explain financial accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 20+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of students will correctly respond to 70% of the questions used in the assessment.</p>	<p>10/16/2016 - Drake: The overall success rate of 49 students was 80% based on chapter/unit quizzes, mid-term and final exam results. The unit/chapter quizzes contained algorithmic questions with success rates ranging from 84% to 73%. The lowest quiz scores were found in the chapters on corporations. The final exam which contained a comprehensive problem had a success rate of 83%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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 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>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>RESULTS SLO 1 Quizzes            Assessment Method: FORMATIVE            Settings: Unlimited Attempts, Unlimited Time</p> <p>Unit Learning Outcome # of Submissions # of Submissions with scores &gt;= 70% # of Submissions with scores &gt;= 80% % &gt; 70% % &gt; 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            Assessment Method: FORMATIVE            Settings: Unlimited Attempts, Unlimited Time</p> <p>Unit Learning Outcome # of Submissions # of Submissions with scores &gt;= 70% # of Submissions with scores &gt;= 80% % &gt; 70% % &gt; 80% Summ.            Exam</p> <p>ULO:9 54 51 49 94% 91%</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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> <ul style="list-style-type: none"> <li>A. Content of course: none</li> <li>B. Teaching methods: none</li> <li>C. Assignments: none</li> <li>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.</li> <li>E. SLO: to be determined.</li> <li>F. The Assessment for the SLO</li> <li>G. Other</li> </ul> <p>3) Can you identify any resources you need to implement any suggested changes? Better guidance on Assessment Design and Implementation (research-based).</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Related Documents:</b> <a href="#"><u>nava-1B_spring2015.xls</u></a></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 application, through problem solving.</p> <p>C. Assignments: Focus on core competency.</p> <p>D. Course evaluation procedures (e.g., quizzes,</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>10/26/2014 - Met or exceeded the 70% target for class and for all individual chapters.</p> <p>Met or exceeded the 80% target for class and for all individual chapters, except Ch 15 and Ch S:</p>	<p>10/26/2014 - Cover Ch 15 and Ch S in more depth by adding a class activity for each.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>ULO9: 57 56 54 98% 95%      ULO:10: 57 54 54 95% 95%      ULO 11: 53 49 47 92% 89%      ULO 12: 53 53 50 100% 94%      ULO:13 53 51 50 96% 94%      ULO 14: 52 50 48 96% 92%      ULO 15: 48 41 33 85% 69%      ULO S: 49 38 34 78% 69%</p> <p>Sum 422 392 370 93% 88%</p> <p><b>Result:</b>      Target Met</p> <p><b>Year This Assessment Occurred:</b>      2013-2014</p> <p><b>Related Documents:</b>  <a href="#">Nava_Results_1B_spring2014.xls</a></p> <p>03/29/2012 - RESULTS SLO 1      Explain financial accounting terminology, concepts, principles, and frameworks. [Theory].</p> <p>Assessment Method: Formative quizzes in MAL; approximately 5 assessment items per hour of instruction, no objective questions in summative assessments (all problems)</p> <p>Settings: Unlimited time; 3 Attempts; Randomly-drawn questions from preselected question pools      different questions fed within each attempt score displayed after submission, including key</p> <p>Unit Learning Outcome: # of Submissions   scores and % &gt;= 70%, 80%</p> <p>ULO 9: Accounting for Non-Current Assets 50   45, 39   90%, 78%      ULO 10: Accounting for Current Liabilities 56   54,</p>		<p>05/10/2012 - Split ch 11 topics and/or extend coverage time from 1 week to 2.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>49   96%, 88%          ULO 11: Accounting for Long-Term Liabilities 61   41, 32   67%, 52%          ULO 12: Accounting for Corporate Transactions (Equity) 54   53, 48   98%, 89%          ULO 13: Accounting for Corporate Transactions (Equity Part 2) 53   43,40   81%, 75%          ULO 14: Preparing a Statement of Cash Flows 53   47, 43   89%, 81%          ULO 15: Performing Financial Statement Analysis 50   48, 45   96%, 90%          ULO S: Accounting for Investments          ULO P: Accounting for Partnership Transactions</p> <hr/> <p>Sum TOTAL 377   331, 296   88%, 79%</p> <p><b>Result:</b>          Target Met</p> <p><b>Year This Assessment Occurred:</b>          2011-2012</p> <p><b>GE/IL-SLO Reflection:</b>          Ch 11 is still the most challenging chapter. Students met the target of 70% in all other chapters, except for Long-term liabilities. We need to maybe split the chapter or extend the time on it.</p> <p><b>Related Documents:</b>  <a href="#">nava_results_1Bw12r2.xls</a></p> <p>12/15/2011 - RESULTS SLO 1 Explain financial accounting terminology, concepts, principles, and frameworks. [Theory].</p> <p>Assessment Method: Formative quizzes in MAL; approximately 5 assessment items per hour of instruction, no objective questions in summative assessments (all problems).</p> <p>Settings: Unlimited time; Unlimited Attempts; Randomly-drawn questions from preselected question pools different questions fed within each</p> <hr/> <p>05/11/2012 - Performance on all chapters was consistent, averaging in the middle 80%. With such a result, we decided to reduce the number of attempts from UNLIMITED to 3 attempts to maybe reduce any gamesmanship of the system.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>attempt score displayed after submission, including key</p> <hr/> <p style="text-align: right;">Unit</p> <p>Learning Outcome: # of Submissions   scores and % &gt;= 70%, 80%</p> <hr/> <p style="text-align: right;">ULO 9:</p> <p>Accounting for Non-Current Assets 25   22, 20   88%, 80% ULO 10: Accounting for Current Liabilities 26   23, 20   88%, 77% ULO 11: Accounting for Long-Term Liabilities 21   19, 18   90%, 86% ULO 12: Accounting for Corporate Transactions (Equity) 20   18, 18   90%, 90% ULO 13: Accounting for Corporate Transactions (Equity Part 2) 20   17, 15   85%, 75% ULO 14: Preparing a Statement of Cash Flows 21   18, 16   86%, 76% ULO 15: Performing Financial Statement Analysis 20   17, 15   85%, 75% ULO S: Accounting for Investments ULO P: Accounting for Partnership Transactions</p> <hr/> <p style="text-align: right;">Sum</p> <p>TOTAL 153   134, 122   88%, 80%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Related Documents:</b> <a href="#">nava_results_1Bf11r2.xls</a></p>	
	<p><b>Assessment Method:</b> 10+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT</p> <p>10+ Problems by chapter (1 per learning objective per chapter) - FORMATIVE ASSESSMENT.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>06/23/2016 - Nava: Based on data from chapter assessments, by learning objective, the following are the data: Chapter Average   specific LO's below 70% passing rate by class</p> <p>Ch 10: 81   LO 3 (69%) Ch 11: 78   none Ch 12: 79   none Ch 13: 79   LO 6 (56%) Ch 14: 71   LO 7 (59%), 8 (60%) Ch 15: 81   none</p>	<p>06/23/2017 - Historically, Ch 10-LO 3 (disposals, plant assets), Ch 14-LO7, 8 (time value of money, pricing and actg for bonds) have been the most challenging topics in the class. I have extended the coverage time for these topics in the past, but performance improvements have not been realized. In this instance, I will develop a video focusing on</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Target for Success:</b> At least 70% of students will correctly respond to 70% of the questions/problems.</p>	<p>Ch 16: 81   none Ch 17: 87   none</p> <p>Historically, Ch 10-LO 3 (disposals, plant assets), Ch 14-LO7, 8 (time value of money, pricing and actg for bonds) have been the most challenging topics in the class. I have extended the coverage time for these topics in the past, but performance improvements have not been realized. In this instance, I will develop a video focusing on both of these areas.</p> <p>Overall, the substantial number of LO's in most chapters met the target.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Related Documents:</b> <a href="#">1Bw-sp16-final.csv</a></p> <p>03/28/2013 - RESULTS SLO 1 Explain financial accounting terminology, concepts, principles, and frameworks. [Theory]. Assessment Method: Formative quizzes in MAL; approximately 3 assessment items per hour of instruction, no objective questions in summative assessments (all problems) Settings: Unlimited time; 2 Attempts; Randomly-drawn questions from preselected question pools different questions fed within each attempt score displayed after submission, including key</p> <p>Unit</p> <p>Learning Outcome: # of Submissions   scores and % &gt;= 70%, 80%</p> <p>ULO 9: Accounting for Non-Current Assets 69 61 57 88% 83%</p> <p>ULO 10: Accounting for Current Liabilities 70 67 58 96% 83%</p> <p>ULO 11: Accounting for Long-Term Liabilities 66 56</p>	<p>both of these areas.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>47 85% 71%          ULO 12: Accounting for Corporate Transactions (Equity) 60 47 41 78% 68%          ULO 13: Accounting for Corporate Transactions (Equity Part 2) 60, 54, 51, 90%, 85%          ULO 14: Preparing a Statement of Cash Flows 60 51 44 85% 73%          ULO 15: Performing Financial Statement Analysis 61 53 48 87% 79%          ULO S: Accounting for Investments 57 45 35 79% 61%          ULO P: Accounting for Partnership Transactions 53 49 46 92% 87%            Sum 556 483 427 87% 77%</p> <p><b>Result:</b>          Target Met</p> <p><b>Year This Assessment Occurred:</b>          2012-2013</p> <p><b>Related Documents:</b>  <a href="#">ACTG 1B DATA RESULTS W13</a></p>	
	<p><b>Assessment Method:</b>          10+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT</p> <p><b>Assessment Method Type:</b>          Exam - Course Test/Quiz</p>		
Department - Accounting (ACTG) - ACTG 1B - FINANCIAL ACCOUNTING II - SLO 2 - Application - Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems. (Created By Department - Accounting (ACTG))	<p><b>Assessment Method:</b>          Problem-Solving Tasks by chapter (at least 1 per learning objective) - FORMATIVE ASSESSMENT</p> <p><b>Assessment Method Type:</b>          Exam - Course Test/Quiz</p> <p><b>Target for Success:</b>          70% of students will correctly solve 70% of the problem-solving tasks</p>	<p>10/16/2016 - Drake: The overall success rate of 49 students was 80% based on chapter/unit quizzes, mid-term and final exam results. The unit/chapter quizzes contained algorithmic questions with success rates ranging from 84% to 73%. The lowest quiz scores were found in the chapters on corporations. The final exam which contained a comprehensive problem had a success rate of 83%.</p> <p><b>Result:</b>          Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p>10/13/2016 - Through a combination of lecture and study of the course text students learn and are able to apply their newfound knowledge with success.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> None</p> <p>06/23/2016 - Nava: Based on data from chapter assessments, by learning objective, the following are the data: Chapter Average   specific LO's below 70% passing rate by class</p> <p>Ch 10: 81   LO 3 (69%) Ch 11: 78   none Ch 12: 79   none Ch 13: 79   LO 6 (56%) Ch 14: 71   LO 7 (59%), 8 (60%) Ch 15: 81   none Ch 16: 81   none Ch 17: 87   none</p> <p>Historically, Ch 10-LO 3 (disposals, plant assets), Ch 14-LO7, 8 (time value of money, pricing and actg for bonds) have been the most challenging topics in the class. I have extended the coverage time for these topics in the past, but performance improvements have not been realized. In this instance, I will develop a video focusing on both of these areas.</p>	<p>06/23/2017 - Historically, Ch 10-LO 3 (disposals, plant assets), Ch 14-LO7, 8 (time value of money, pricing and actg for bonds) have been the most challenging topics in the class. I have extended the coverage time for these topics in the past, but performance improvements have not been realized. In this instance, I will develop a video focusing on both of these areas.</p>
		<p>Overall, the substantial number of LO's in most chapters met the target.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Related Documents:</b>  <a href="1Bw-sp16-final.csv">1Bw-sp16-final.csv</a></p> <p>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.</p> <p>Cumulative in class final exam with multiple choice and open response questions. Class average 86%.</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2014-2015</p> <p>10/26/2014 - Met or exceeded the 70% target for class and for all individual chapters. Met or exceeded the 80% target for class and for all individual chapters:</p> <p>ULO:9 54 48 48 89% 89%  ULO:10 57 50 50 88% 88%  ULO 11: 52 45 42 87% 81%  ULO 12: 50 48 47 96% 94%  ULO 13: 53 45 45 85% 85%  ULO 14: 52 47 40 90% 77%</p> <p>Sum 318 283 272 89.0% 85.5%</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2013-2014</p> <p><b>Related Documents:</b>  <a href="Nava_Results_1B_spring2014.xls">Nava_Results_1B_spring2014.xls</a></p> <p>03/28/2013 - RESULTS SLO 2 Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems [Application] Assessment Method: Formative exercises and problems in</p>	<p>10/09/2015 - Bonds to be covered in more detail, with additional outside resources for students to utilize during their off campus time.</p> <hr/> <p>10/26/2014 - None</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>MAL; approximately 1 assessment item per learning objective</p> <hr/> <p>Unit</p> <p>Learning Outcome: # of Submissions   scores and % &gt;= 70%, 80%</p> <p>Unit Learning Outcome: # of Submissions   scores and % &gt;= 70%, 80% ULO 9: Accounting for Non-Current Assets 69 61 57 88% 83% ULO 10: Accounting for Current Liabilities 70 67 58 96% 83% ULO 11: Accounting for Long-Term Liabilities 66 56 47 85% 71% ULO 12: Accounting for Corporate Transactions (Equity) 60 47 41 78% 68% ULO 13: Accounting for Corporate Transactions (Equity Part 2) 60, 54, 51, 90%, 85% ULO 14: Preparing a Statement of Cash Flows 60 51 44 85% 73% ULO 15: Performing Financial Statement Analysis 61 53 48 87% 79% ULO S: Accounting for Investments 57 45 35 79% 61% ULO P: Accounting for Partnership Transactions 53 49 46 92% 87% Sum 556 483 427 87% 77%</p> <p><b>Result:</b></p> <p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Related Documents:</b> <a href="#">ACTG 1B DATA RESULTS W13</a></p> <hr/> <p>03/29/2012 - RESULTS SLO 2 Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems [Application]</p> <p>Assessment Method: Formative exercises and problems in MAL; approximately 1 assessment item per learning objective</p> <hr/> <p>Summative Midterm (ch 9-11) and Final (ch 9, 11, 12-15) M1: 10 exercises: 3 ch 9, 3 ch 10, 4 ch 11 - major</p>	<hr/> <p>05/10/2012 - None for the moment, focus on improving theory (SLO 1)</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>LO's covered (1 attempt, 120min, scrambled, algorithmic)</p> <p>FINAL: 8 exercises: 1 ch 9, 1 ch 11, 2 ch 12, 3 ch 13, 2 ch 14 - major LO's covered (1 attempt, 120min, scrambled, algorithmic)</p> <hr/> <p>Settings: Unlimited time; 3 Attempts; ALGORITHMIC HW Items, paralleling assigned hw items presented in Modules score displayed after submission, including key</p> <hr/> <p>Unit Learning Outcome # of Submissions   scores and % &gt;= 70%, 80%</p> <hr/> <p>ULO 9: Accounting for Non-Current Assets 62   55, 53   89%, 85%</p> <p>ULO 10: Accounting for Current Liabilities 58   53, 52   91%, 90%</p> <p>ULO 11: Accounting for Long-Term Liabilities 62   56, 53   90%, 85%</p> <p>ULO 12: Accounting for Corporate Transactions (Equity) 58   57, 51   98%, 88%</p> <p>ULO 13: Accounting for Corporate Transactions (Equity Part 2) 59   58, 56   98%, 95%</p> <p>ULO 14: Preparing a Statement of Cash Flows 58   55, 53   95%, 91%</p> <p>ULO 15: Performing Financial Statement Analysis 54   51, 47   94%, 87%</p> <p>ULO S: Accounting for Investments</p> <p>ULO P: Accounting for Partnership Transactions</p> <hr/> <p>Sum TOTAL 411   385, 365   94%, 89%</p> <hr/> <p>SUMMATIVE EXAMS</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>M1: Ch 9-11 89%;  FINAL: Ch 12-15: 81%;  -----  Overall: 85%</p> <p>Summative Exams Coverage  M1 1 E9-13 (similar to) Measure the cost of a plant asset 2m 6s  1 E9-14 (similar to) Measure the cost of a plant asset  1 E9-15 (similar to) Measure the cost of a plant asset  2 E9-16 (similar to) Account for depreciation  2 E9-17 (similar to) Account for depreciation  2 E9-18 (similar to) Account for depreciation  2 E9-19 (similar to) Account for depreciation 4m 2s  3 E9-20 (similar to) Record the disposal of an asset by sale or trade  3 E9-21 (similar to) Record the disposal of an asset by sale or trade 5m 16s  3 E9-22 (similar to) Record the disposal of an asset by sale or trade  4 E10-8 (similar to) Account for current liabilities of known amount  4 E10-9 (similar to) Account for current liabilities of known amount  4 E10-10 (similar to) Account for current liabilities of known amount  4 E10-11 (similar to) Account for current liabilities of known amount  5 E10-12 (similar to) Account for current liabilities that must be estimated  6 E10-14 (similar to) Journalize basic payroll transactions 4m 34s  7 E11-13 (similar to) Journalize transactions for long-term notes payable and mortgages payable  7 E11-14 (similar to) Journalize transactions for long-term notes payable and mortgages payable</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>8 E11-15 (similar to) Describe bonds payable  8 E11-16 (similar to) Describe bonds payable  9 E11-17 (similar to) Measure interest expense on bonds using the straight-line amortization method  9 E11-18 (similar to) Measure interest expense on bonds using the straight-line amortization method  9 E11-19 (similar to) Measure interest expense on bonds using the straight-line amortization method  10 E11-20 (similar to) Report liabilities on the balance sheet  10 E11-21 (similar to) Report liabilities on the balance sheet  10 E11-22 (similar to) Report liabilities on the balance sheet</p> <p><b>Final</b></p> <p>1 E9-20 (similar to) Record the disposal of an asset by sale or trade  2 E11-17 (similar to) Measure interest expense on bonds using the straight-line amortization method  3 E12-15 (similar to) Journalize the issuance of stock and prepare the stockholders? equity section of a corporation balance sheet  3 E12-19 (similar to) Illustrate Retained earnings transactions  4 E13-13 (similar to) Account for stock dividends  5 E13-17 (similar to) Account for treasury stock  6 E13-19 (similar to) Complete a corporate income statement including earnings per share  7 E14-12 (similar to) Distinguish among operating, investing, and financing cash flows  8 E14-21 (book/static) Prepare the statement of cash flows by the indirect method</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2011-2012</p> <p><b>GE/IL-SLO Reflection:</b>  Students successfully met target in all chapters at a target level of 80%.  Apparently, students grasp the mechanics</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>and procedures better than the theory.</p> <p><b>Related Documents:</b>  <a href="#">nava_results_1Bw12r2.xls</a></p> <p>12/15/2011 - RESULTS SLO 2 Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems [Application] Assessment Method: Formative exercises and problems in MAL; approximately 1 assessment item per learning objective</p> <p>Formative exercises and problems in MAL; approximately 1 assessment item per learning objective</p> <hr/> <p>Summative Midterm (ch 9-11) and Final (ch 9, 11, 12-15)  M1: 10 exercises: 3 ch 9, 3 ch 10, 4 ch 11 - major LO's covered (1 attempt, 180min, scrambled, algorithmic)  FINAL: 8 exercises: 1 ch 9, 1 ch 11, 2 ch 12, 3 ch 13, 2 ch 14 - major LO's covered (1 attempt, 120min, scrambled, algorithmic)</p> <hr/> <p>Settings: Unlimited time; Unlimited Attempts; ALGORITHMIC HW Items, paralleling assigned hw items presented in Modules score displayed after submission, including key</p> <hr/> <p>Unit Learning Outcome # of Submissions   scores and % &gt;= 70%, 80%</p> <hr/> <p>ULO 9: Accounting for Non-Current Assets 23   19, 19   83%, 83%  ULO 10: Accounting for Current Liabilities 27   24, 24   89%, 89%  ULO 11: Accounting for Long-Term Liabilities 26  </p>	<p>05/11/2012 - Performance on all chapters was consistent, averaging in the middle 80%. With such a result, we decided to reduce the number of attempts from UNLIMITED to 3 attempts to maybe reduce any gamesmanship of the system.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>22, 21   85%, 81%</p> <p>ULO 12: Accounting for Corporate Transactions (Equity) 23   19, 17   83%, 74%</p> <p>ULO 13: Accounting for Corporate Transactions (Equity Part 2) 23   23, 22   100%, 96%</p> <p>ULO 14: Preparing a Statement of Cash Flows 22   21, 21   95%, 95%</p> <p>ULO 15: Performing Financial Statement Analysis 23   22, 20   96%, 87%</p> <p>ULO S: Accounting for Investments</p> <p>ULO P: Accounting for Partnership Transactions</p> <hr/> <p style="text-align: right;">Sum</p> <p>TOTAL 167   150, 144   90%, 86%</p> <hr/> <p><b>SUMMATIVE EXAMS</b></p> <p>M1: Ch 9-11 89%, 1 attempt, 180min, scramble, algorithmic exercises (;</p> <p>FINAL: Ch 12-15: 81%;</p> <p>-----</p> <p>Overall: 85%</p> <hr/> <p>Summative Exams Coverage</p> <p>M1 1 E9-13 (similar to) Measure the cost of a plant asset 2m 6s</p> <p>1 E9-14 (similar to) Measure the cost of a plant asset</p> <p>1 E9-15 (similar to) Measure the cost of a plant asset</p> <p>2 E9-16 (similar to) Account for depreciation</p> <p>2 E9-17 (similar to) Account for depreciation</p> <p>2 E9-18 (similar to) Account for depreciation</p> <p>2 E9-19 (similar to) Account for depreciation 4m 2s</p> <p>3 E9-20 (similar to) Record the disposal of an asset by sale or trade</p> <p>3 E9-21 (similar to) Record the disposal of an asset by sale or trade 5m 16s</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>3 E9-22 (similar to) Record the disposal of an asset by sale or trade</p> <p>4 E10-8 (similar to) Account for current liabilities of known amount</p> <p>4 E10-9 (similar to) Account for current liabilities of known amount</p> <p>4 E10-10 (similar to) Account for current liabilities of known amount</p> <p>4 E10-11 (similar to) Account for current liabilities of known amount</p> <p>5 E10-12 (similar to) Account for current liabilities that must be estimated</p> <p>6 E10-14 (similar to) Journalize basic payroll transactions 4m 34s</p> <p>7 E11-13 (similar to) Journalize transactions for long-term notes payable and mortgages payable</p> <p>7 E11-14 (similar to) Journalize transactions for long-term notes payable and mortgages payable</p> <p>8 E11-15 (similar to) Describe bonds payable</p> <p>8 E11-16 (similar to) Describe bonds payable</p> <p>9 E11-17 (similar to) Measure interest expense on bonds using the straight-line amortization method</p> <p>9 E11-18 (similar to) Measure interest expense on bonds using the straight-line amortization method</p> <p>9 E11-19 (similar to) Measure interest expense on bonds using the straight-line amortization method</p> <p>10 E11-20 (similar to) Report liabilities on the balance sheet</p> <p>10 E11-21 (similar to) Report liabilities on the balance sheet</p> <p>10 E11-22 (similar to) Report liabilities on the balance sheet</p> <p>Final</p> <p>1 E9-20 (similar to) Record the disposal of an asset by sale or trade</p> <p>2 E11-17 (similar to) Measure interest expense on bonds using the straight-line amortization method</p> <p>3 E12-15 (similar to) Journalize the issuance of stock and prepare the stockholders? equity section of a corporation balance sheet</p> <p>3 E12-19 (similar to) Illustrate Retained earnings</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>transactions</p> <p>4 E13-13 (similar to) Account for stock dividends</p> <p>5 E13-17 (similar to) Account for treasury stock</p> <p>6 E13-19 (similar to) Complete a corporate income statement including earnings per share</p> <p>7 E14-12 (similar to) Distinguish among operating, investing, and financing cash flows</p> <p>8 E14-21 (book/static) Prepare the statement of cash flows by the indirect method</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Related Documents:</b> <a href="#">nava_results_1Bf11r2.xls</a></p>	
<p>Department - Accounting (ACTG) - ACTG 1BH - HONORS FINANCIAL ACCOUNTING</p> <p>II - SLO 1 - Theory - Analyze changes to standard transactions and their effects on the financial statements, using financial accounting terminology, concepts, principles, and frameworks. [SLO1:Theory]. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Assessment Method 1: Summative and Formative Objective Assessments Using Summative or Formative Assessments, students will demonstrate on the effects from altering variables and from taking varying courses of action.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of students will be able to score at a 75% level</p> <p><b>Assessment Method:</b> Assessment Method 2: Case Studies Analyses Using problems and/or case studies, students will discuss and report on the effects from altering variables and from taking varying courses of action.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> 70% of students will be able to score at a</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	75% level (e.g. rubric: 3 of 4 or 3.5 of 5)		
<p>Department - Accounting (ACTG) - ACTG 1BH - HONORS FINANCIAL ACCOUNTING II - SLO 2 - Application - Demonstrate the ability to collaboratively define problems, analyze and determine course (s) of action, apply solutions, communicate results to pertinent stakeholders, and reflect on the outcomes. [SLO2: Application and Reflection] (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Assessment Method 1: Individual and Team Presentations By developing and delivering a presentation, students will demonstrate the ability to effectively communicate on research and/or on the results of an applied project.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 70% of students will be able to score at a 75% level (e.g. rubric: 3 of 4, 3.5 of 5)</p> <p><b>Assessment Method:</b> Assessment Method 2: Research Paper Write-ups and Discipline-specific Reporting By using proper research methods and formal and professional writing techniques, students will demonstrate the ability to research, analyze, synthesize, and report to pertinent stakeholders.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 70% of students will be able to score at a 75% level (e.g. rubric: 3 of 4, 3.5 of 5)</p> <p><b>Assessment Method:</b> Assessment Method 3: Applied Field Project and Reflection Paper By planning, implementing, and documenting a field project, students will demonstrate the ability to collaboratively apply and reflect on the outcomes.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 70% of students will be able to score at a 75% level (e.g. rubric: 3 of 4, 3.5 of 5)</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Accounting (ACTG) - ACTG 1C - MANAGERIAL ACCOUNTING - SLO 1 - General Theory - Explain managerial accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 20+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of students will correctly respond to 70% of the questions in the assessments.</p>	<p>01/26/2017 - The average score of 3 midterms totaling 24 students for my fall 2106 managerial accounting class was 85%. The final exam average was 85%. Overall I felt the class effectively learned the course material and were participating in the classroom which included correcting me on several occasions regarding the material being presented. The content of the course material presented will remain the same with minor modifications from the new edition of the text. Teaching methods will continue to include solving problems in class and keeping lecture time to a minimum. Student evaluations will consist of a combination of exams, homework, papers, presentations, practice exams, online quizzes and student participation.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p><b>Resource Request:</b> Continue to provide tutors for accounting classes 1A, 1B and 1C.</p> <p><b>Resource Request:</b> Continue to provide tutors for accounting classes 1A, 1B and 1C.</p>	<p>10/21/2016 - Based on data from chapter assessments, by learning objective, the following are the data:</p> <p>Class Average   specific LO's below 70% passing rate by class</p> <p>Ch 16: 79   none;</p> <p>Ch 17: 68   LO 4 (63%), LO 5 (61%), LO 6 (43%);</p> <p>Ch 18: 72   LO 2 (57%);</p> <p>Ch 19: 91   none;</p> <p>Ch 20: 75   LO 3 (61%);</p> <p>Ch 21: 82   none;</p> <p>Ch 22: 79   LO 6 (63%);</p> <p>Ch 23: 69   LO 2 (53%), LO 5 (54%), LO 6 (50%)</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Ch 24: 82   none;      Ch 17, job order and process costing, The results on this chapter are unexpected. Some quarters students seem to do fine with this chapter and others don't do as well. I will evaluate the instructional material provided to the students to determine if it adequately prepares students for the exam.</p> <p>Ch 18, Ch 20 &amp; Ch 22, most of the LO's in the chapters are above expectations and these chapters as a whole are above the 70% goal.</p> <p>Ch 23, flexible budgets and standard costs, this has always been the most difficult chapter for students. I have extended the time to cover this chapter and increased the homework in order to give students more practice. Despite these efforts, this remains a difficult chapter.</p> <p><b>Result:</b>      Target Met</p> <p><b>Year This Assessment Occurred:</b>      2015-2016</p>	<p>Ch 24: 82   none;      Ch 17, job order and process costing, The results on this chapter are unexpected. Some quarters students seem to do fine with this chapter and others don't do as well. I will evaluate the instructional material provided to the students to determine if it adequately prepares students for the exam.</p> <p>Ch 18, Ch 20 &amp; Ch 22, most of the LO's in the chapters are above expectations and these chapters as a whole are above the 70% goal.</p> <p>Ch 23, flexible budgets and standard costs, this has always been the most difficult chapter for students. I have extended the time to cover this chapter and increased the homework in order to give students more practice. Despite these efforts, this remains a difficult chapter.</p> <p><b>Result:</b>      Target Met</p> <p><b>Year This Assessment Occurred:</b>      2015-2016</p>
		<p>10/16/2016 - Torretto - The average score of 3 midterms totaling 43 students for my 2016 winter 1C class was 82%. The final exam average for my winter 2016 1C class was 85%. The difference may be linked to the improving midterm scores over the term from 81%, 82% to 83% resulting in the 82% average. I felt the students were getting a better grasp of the material as the course progressed.</p> <p>Emphasis will continue to be placed on practice problems in class being expanded while lecture time will be reduced. This seems to be effective resulting in strong average student scores.</p> <p><b>Result:</b>      Target Met</p> <p><b>Year This Assessment Occurred:</b>      2015-2016</p>	<p>10/16/2016 - Torretto - The average score of 3 midterms totaling 43 students for my 2016 winter 1C class was 82%. The final exam average for my winter 2016 1C class was 85%. The difference may be linked to the improving midterm scores over the term from 81%, 82% to 83% resulting in the 82% average. I felt the students were getting a better grasp of the material as the course progressed.</p> <p>Emphasis will continue to be placed on practice problems in class being expanded while lecture time will be reduced. This seems to be effective resulting in strong average student scores.</p> <p><b>Result:</b>      Target Met</p> <p><b>Year This Assessment Occurred:</b>      2015-2016</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Resource Request:</b>            Continue to provide (expand) competent tutors for traditional, hybrid and online courses to help students outside of class.            Suggest that accounting classes be given priority to room 3201 and 3206. These classrooms have tables which allow students to work in groups.</p> <p>03/24/2016 - Nava: Based on data from chapter assessments, by learning objective, the following are the data: Chapter Average   specific LO's below 70% passing rate by class</p> <p>Ch 16: 83   none            Ch 17: 70   LO 4 (62%), LO 5 (66%), LO 6 (64%)            Ch 18: 85   none            Ch 19: 71   LO 5 (61%), LO 6 (52%)            Ch 20: 76   none            Ch 21: 76   LO 4 (67%)            Ch 22: 73   LO 3 (68%), LO 4 (64%), LO 5 (56%)            Ch 23: 66   LO 2 (61%), LO 3 (68%)            Ch 24: 87   LO 5 (57%), LO 6 (60%)</p> <p>Historically, Ch 21-LO 4 (discounted cash flows), Ch 22-LO4,5 (budgeting), Ch 23-LO2, 3,5, 6 (standard costing) have been the most challenging topics in the class. I have extended the coverage time for these topics in the past, but performance improvements have not been realized.</p> <p>Surprisingly, Ch 17-LO 4, 5, 6 (unit costing) and Ch 19-LO 5,6 (cvp analysis) are also below target. These topics have usually been above expectations.</p> <p>Given the results, there may be a deeper issue with the class, even if most of the chapters met the target (at the chapter level), there are individual LO's that need to be addressed.</p> <p>Overall, the substantial number of LO's in most chapters met the target.</p>	<p>06/22/2017 - A change of platform from ETUDES to Canvas will offer the opportunity to redesign the delivery of the content for this class and perhaps improve the specific learning objectives identified as needing improvement.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Related Documents:</b> <a href="#">1cw-w16-final.csv</a></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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Assessment Method: FORMATIVE</p> <p>Settings: Unlimited Attempts, Unlimited Time</p> <p>AVERAGE</p> <p>Ch 16: 95%</p> <p>Ch 17: 71%</p> <p>Ch 18: 93%</p> <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>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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 (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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Related Documents:</b> <a href="#">1C_basic_RESULTS.xls</a></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.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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> <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 participate 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> <ul style="list-style-type: none"> <li>A. Content of course – the content of the course is good</li> <li>B. Teaching methods – additional videos explaining how to solve problems will be created.</li> <li>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.</li> <li>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) – quizzes, exams, and term-paper will remain as is.</li> <li>E. SLO – SLO is appropriate for course</li> </ul>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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> <p>One resource that is needed is video production software, but this was recently provided to instructors that have requested it.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>10/26/2014 - Met or exceeded 70% target in class overall, and in all individual chapters.</p> <p>Met or exceeded 80% target in class overall, and in all individual chapters.</p> <p>ULO 16: 71 71 70 100% 99%      ULO 17: 71 55 37 77% 52%      ULO 18: 67 65 64 97% 96%      ULO 19: 65 62 57 95% 88%      ULO 20: 65 65 65 100% 100%      ULO 21: 67 64 63 96% 94%</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> <hr/> <p>10/26/2014 - none</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>ULO 22: 64 62 61 97% 95%      ULO 23: 60 47 42 78% 70%      ULO 24: 58 57 57 98% 98%</p> <p>Sum 588 548 516 93% 88%</p> <p><b>Result:</b>      Target Met</p> <p><b>Year This Assessment Occurred:</b>      2013-2014</p> <p><b>Related Documents:</b>  <a href="#">Nava_Results_1C_spring2014.xls</a></p> <p>06/27/2013 - RESULTS SLO 1 Explain financial accounting terminology, concepts, principles, and frameworks. [Theory]. Assessment Method: Formative quizzes in MAL; approximately 5 assessment items per hour of instruction, no objective questions in summative assessments (all problems) Settings: Unlimited time; 2 Attempts; Randomly-drawn questions from preselected question pools different questions fed within each attempt score displayed after submission, including key</p> <hr/> <p style="text-align: right;">Unit</p> <p>Learning Outcome # of Submissions   scores and % &gt;= 70%, 80%</p> <p>ULO 16 - Introduction to Managerial Accounting 64      61 58 95% 91%</p> <p>ULO 17 - Job Order and Process Costing 61 54 52      89% 85%</p> <p>ULO 18 - Activity-Based Costing &amp; Other Cost Mgmt Tools 60 58 55 97% 92%</p> <p>ULO 19 - Cost-Volume-Profit (CVP) Analysis 62 54      50 87% 81%</p> <p>ULO 20 - Short-Term Business Decisions 60 59 56      98% 93%</p> <p>ULO 21 - Capital Investment Decisions &amp; Time Value of Money 60 54 47 90% 78%</p> <p>ULO 22 - The Master Budget &amp; Responsibility Accounting 54 40 31 74% 57%</p> <p>ULO 23- Flexible Budgets and Standard Costs 55</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>47 42 85% 76%          ULO 24 - Performance Evaluation &amp; the Balanced Scorecard 55 51 49 93% 89%</p> <p>Sum 531 478 440 90% 83%</p> <p><b>Result:</b>          Target Met</p> <p><b>Year This Assessment Occurred:</b>          2012-2013</p> <p><b>Related Documents:</b>  <a href="#">ACTG 1C DATA RESULTS SP13</a></p> <p>03/29/2012 - RESULTS SLO 1          Explain financial accounting terminology, concepts, principles, and frameworks. [Theory].</p> <p>Assessment Method: Formative quizzes in MAL; approximately 5 assessment items per hour of instruction, no objective questions in summative assessments (all problems)</p> <p>Settings: Unlimited time; 3 Attempts; Randomly-drawn questions from preselected question pools different questions fed within each attempt score displayed after submission, including key</p> <hr/> <p>Unit Learning Outcome # of Submissions   scores and % &gt;= 70%, 80%</p> <hr/> <p>ULO 16: 41   38, 36   93%, 88%;          ULO 17: 49   43, 37   88%, 76%;          ULO 18: 47   45, 43   96%, 91%;          ULO 19: 46   42, 40   91%, 87%;          ULO 20: 44   42, 36   95%, 82%;          ULO 21: 42   41, 41   98%, 98%;          ULO 22: 41   41, 32   100%, 78%;          ULO 23: 39   39, 37   100%, 95%;          ULO 24: 36   36, 34   100%, 94%;</p> <hr/>	<p>05/10/2012 - ULO's relate to the chapters in the textbook. ULO 17 appears to be relatively more challenging than all other chapters in the course. Ch 17 deals with Job Order Costing and Cost Flows. This chapter is already allotted double the time (2-weeks) given to other chapters. Perhaps an alternative presentation would be useful to improve student comprehension of the material in this chapter. The presentation should include a dynamic demonstration of how cost flows move from the beginning to the end of the process.</p> <hr/> <p>05/10/2012 - ULO's relate to the chapters in the book. ULO 17 relates to Job Order Costing and Cost Flows, which is the foundation chapter for many going forward in the class. This chapter seemed to be relatively the most challenging. We allocate 2 weeks already to this chapter, double the usual for other chapters. Perhaps a different presentation format should be used, adding some video to show the flow</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>FORMATIVE TOTAL 385   367, 336   95%, 87% of information dynamically.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Related Documents:</b> <a href="#">nava_results_1Cw12r2.xls</a></p>	
<p>Department - Accounting (ACTG) - ACTG 1C - MANAGERIAL ACCOUNTING - SLO 2</p> <p>- Application - Perform related calculations and demonstrate the ability to use methods and /or procedures to solve managerial accounting problems. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Problem-solving tasks by chapter (at least 1 per learning objective) - FORMATIVE ASSESSMENTS</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of students will successfully solve 70% of the problem-solving tasks.</p>	<p>10/21/2016 - Based on data from chapter assessments, by learning objective, the following are the data: Class Average   specific LO's below 70% passing rate by class Ch 16: 79   none; Ch 17: 68   LO 4 (63%), LO 5 (61%), LO 6 (43%); Ch 18: 72   LO 2 (57%); Ch 19: 91   none; Ch 20: 75   LO 3 (61%); Ch 21: 82   none; Ch 22: 79   LO 6 (63%); Ch 23: 69   LO 2 (53%), LO 5 (54%), LO 6 (50%); Ch 24: 82   none; Ch 17, job order and process costing, The results on this chapter are unexpected. Some quarters students seem to do fine with this chapter and others don't do as well. I will evaluate the instructional material provided to the students to determine if it adequately prepares students for the exam. Ch 18, Ch 20 &amp; Ch 22, most of the LO's in the chapters are above expectations and these chapters as a whole are above the 70% goal. Ch 23, flexible budgets and standard costs, this has always been the most difficult chapter for students. I have extended the time to cover this chapter and increased the homework in order to give students more practice. Despite these efforts, this remains a difficult chapter.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p>10/16/2016 - Torretto - The average score of 3 midterms totaling 43 students for my 2016 winter 1C class was 82%. The final exam average for my winter 2016 1C class was 85%. The difference may be linked to the improving midterm scores over the term from 81%, 82% to 83% resulting in the 82% average. I felt the students were getting a better grasp of the material as the course progressed. Emphasis will continue to be placed on practice problems in class being expanded while lecture time will be reduced. This seems to be effective resulting in strong average student scores.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p>03/24/2016 - Nava: Based on data from chapter assessments, by learning objective, the following are the data: Chapter Average   specific LO's below 70% passing rate by class</p> <p>Ch 16: 83   none  Ch 17: 70   LO 4 (62%), LO 5 (66%), LO 6 (64%)  Ch 18: 85   none  Ch 19: 71   LO 5 (61%), LO 6 (52%)  Ch 20: 76   none  Ch 21: 76   LO 4 (67%)  Ch 22: 73   LO 3 (68%), LO 4 (64%), LO 5 (56%)  Ch 23: 66   LO 2 (61%), LO 3 (68%)  Ch 24: 87   LO 5 (57%), LO 6 (60%)</p> <p>Historically, Ch 21-LO 4 (discounted cash flows), Ch 22-LO4,5 (budgeting), Ch 23-LO2, 3,5, 6 (standard costing) have been the most challenging topics in the class. I have extended the coverage time for these topics in the past, but performance</p>	<p>06/23/2017 - A change of platform from ETUDES to Canvas will offer the opportunity to redesign the delivery of the content for this class and perhaps improve the specific learning objectives identified as needing improvement.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>improvements have not been realized.</p> <p>Surprisingly, Ch 17-LO 4, 5, 6 (unit costing) and Ch 19-LO 5,6 (cvp analysis) are also below target. These topics have usually been above expectations.</p> <p>Given the results, there may be a deeper issue with the class, even if most of the chapters met the target (at the chapter level), there are individual LO's that need to be addressed.</p> <p>Overall, the substantial number of LO's in most chapters met the target.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Related Documents:</b> <a href="#">1cw-w16-final.csv</a></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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>10/26/2014 - Met or exceeded 70% target in class overall, and in all individual chapters, except for Ch 22. Met or exceeded 80% target in class overall, and in all individual chapters, except for Ch 22.</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> <hr/>
			<p>10/26/2014 - Budgeting (Ch 22) is a tedious topic, which is not well structured in MAL. We should switch away from MAL and instead use Excel for the HW for this chapter.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>ULO 16: 70 65 64 93% 91%</p> <p>ULO 17: 71 57 53 80% 75%</p> <p>ULO 19: 61 56 55 92% 90%</p> <p>ULO 20: 63 59 58 94% 92%</p> <p>ULO 21: 63 58 56 92% 89%</p> <p>ULO 22: 59 38 36 64% 61%</p> <p>ULO 23: 56 50 46 89% 82%</p> <p>ULO 24: 56 55 53 98% 95%</p> <p>Sum 499 438 421 87.8% 84.4%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Related Documents:</b> <a href="#">Nava_Results_1C_spring2014.xls</a></p> <hr/> <p>06/27/2013 - RESULTS SLO 2 Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems. [Application] Assessment Method: Formative exercises and problems in MAL; approximately 1 assessment item per learning objective</p> <hr/> <p>ULO 16 - Introduction to Managerial Accounting 61 58 95% 91%</p> <p>ULO 17 - Job Order and Process Costing 61 54 52 89% 85%</p> <p>ULO 18 - Activity-Based Costing &amp; Other Cost Mgmt Tools 60 58 55 97% 92%</p> <p>ULO 19 - Cost-Volume-Profit (CVP) Analysis 62 54 50 87% 81%</p> <p>ULO 20 - Short-Term Business Decisions 60 59 56 98% 93%</p> <p>ULO 21 - Capital Investment Decisions &amp; Time Value of Money 60 54 47 90% 78%</p> <p>ULO 22 - The Master Budget &amp; Responsibility Accounting 54 40 31 74% 57%</p> <p>ULO 23- Flexible Budgets and Standard Costs 55</p> <hr/> <p>01/08/2014 - ULO's relate to the chapters in the textbook. ULO's 21 &amp; 23 appears to be more challenging than all other chapters in the course. Ch 21 deals with Capital Investing Decisions and Ch 23 deals with budgeting (profit-planning). Two changes should be considered: 1. increase the allotted time from 1 week to 2 weeks, if time allows. 2. Perhaps an alternative presentation would be useful to improve student comprehension of the material in this chapter. The presentation should include a dynamic demonstration of how the various budgets flow and depend on each other: Sales to the budgeted financial statements.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>47 42 85% 76%        ULO 24 - Performance Evaluation &amp; the Balanced Scorecard 55 51 49 93% 89%</p> <p>Sum 531 478 440 90% 83%</p> <p><b>Result:</b>        Target Met</p> <p><b>Year This Assessment Occurred:</b>        2012-2013</p> <p><b>Related Documents:</b>  <a href="#">ACTG 1C DATA RESULTS SP13</a></p>	
		<p>03/29/2012 - RESULTS SLO 2        Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems. [Application]</p> <p>Assessment Method: Formative exercises and problems in MAL; approximately 1 assessment item per learning objective</p> <hr/> <p>Summative Midterm (ch 16-17, 19) and Final (ch 20-23)        M1: 2 problems: 1 ch 17, 1 ch 19 - major LO's covered (1+1 attempts, 90min, scrambled, algorithmic)        Summative FINAL: 3 problems: 1 ch 20, 1 ch 21, 1 ch 23 - major LO's covered (1 attempt, 120min, scrambled, algorithmic)</p> <hr/> <p>Settings: Unlimited time; 3 Attempts;        ALGORITHMIC HW Items, paralleling assigned hw items presented in Modules score displayed after submission, including key</p> <hr/> <p>Unit Learning Outcome # of Submissions   scores and % &gt;= 70%, 80%</p> <hr/>	<p>05/10/2012 - ULO's relate to the chapters in the textbook. ULO 23 appears to be substantially more challenging than all other chapters in the course. Ch 23 deals with budgeting (profit-planning). Two changes should be considered:</p> <ol style="list-style-type: none"> <li>1. increase the allotted time from 1 week to 2 weeks, if time allows.</li> <li>2. Perhaps an alternative presentation would be useful to improve student comprehension of the material in this chapter. The presentation should include a dynamic demonstration of how the various budgets flow and depend on each other: Sales to the budgeted financial statements.</li> </ol>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>ULO 16: 50   44, 43   88%, 86%;      ULO 17: 50   48, 48   96%, 96%;      ULO 18: No HW Assignment;      ULO 19: 48   44, 44   92%, 92%;      ULO 20: 42   42, 42   100%, 100%;      ULO 21: 43   42, 42   98%, 98%;      ULO 22: 42   21, 14   50%, 33%;      ULO 23: 41   40, 35   98%, 85%;      ULO 24: No HW Assignment</p> <hr/> <p>FORMATIVE TOTAL 316   281, 268   89%, 85%</p> <hr/> <p>SUMMATIVE EXAMS      M1: Ch 16-17, 19: 72%;      FINAL: Ch 20-23: 93%;</p> <hr/> <p>Overall: 82%</p> <p><b>Result:</b>      Target Met</p> <p><b>Year This Assessment Occurred:</b>      2011-2012</p> <p><b>Related Documents:</b>  <a href="#">nava_results_1Cw12r2.xls</a></p>	
<p>Department - Accounting (ACTG) - ACTG      1CH - HONORS MANAGERIAL      ACCOUNTING - SLO 1 - Theory - Analyze the effects of varying courses of action on managerial decision-making, using managerial accounting terminology, concepts, principles, and frameworks.      [SLO1:Theory]. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b>      Active</p>	<p><b>Assessment Method:</b>      Using Summative or Formative Assessments, students will demonstrate on the effects from altering variables and from taking varying courses of action.</p> <p><b>Assessment Method Type:</b>      Exam - Course Test/Quiz</p> <p><b>Target for Success:</b>      70% of students will be able to score at a 75% level</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Assessment Method:</b> Using problems and/or case studies, students will discuss and report on the effects from altering variables and from taking varying courses of action.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> 70% of students will be able to score at a 75% level (e.g. rubric: 3 of 4 or 3.5 of 5)</p>		
<p>Department - Accounting (ACTG) - ACTG 1CH - HONORS MANAGERIAL ACCOUNTING - SLO 2 - Application. - Demonstrate the ability to collaboratively define problems, analyze and determine course (s) of action, apply solutions, communicate results to pertinent stakeholders, and reflect on the outcomes. [SLO2: Application and Reflection] (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Assessment Method 1: Individual and Team Presentations By developing and delivering a presentation, students will demonstrate the ability to effectively communicate on research and/or on the results of an applied project.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 70% of students will be able to score at a 75% level (e.g. rubric: 3 of 4, 3.5 of 5)</p>	<p><b>Assessment Method:</b> Assessment Method 2: Research Paper Write-ups and Discipline-specific Reporting By using proper research methods and formal and professional writing techniques, students will demonstrate the ability to research, analyze, synthesize, and report to pertinent stakeholders.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 70% of students will be able to score at a 75% level (e.g. rubric: 3 of 4, 3.5 of 5)</p>	<p><b>Assessment Method:</b> Assessment Method 3: Applied Field Project and Reflection Paper By planning, implementing, and</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>documenting a field project, students will demonstrate the ability to collaboratively apply and reflect on the outcomes.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 70% of students will be able to score at a 75% level (e.g. rubric: 3 of 4, 3.5 of 5)</p>		
<p>Department - Accounting (ACTG) - ACTG 51A - INTERMEDIATE ACCOUNTING I - 1a</p> <p>- Theory - Explain intermediate financial accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 01/01/2013</p> <p><b>End Date:</b> 03/31/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70%</p>	<p>10/14/2016 - Assessment: The majority of students 97% 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Planned Changes: Assign additional reading and assignments to focus students on higher level accounting principles and conceptual framework.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None</p>	
		<p>10/02/2013 - Based on the test evaluation , less than 20% of the students were evaluated as being less than acceptable. Based on the midterm and final exam, I determined that the overall understanding of financial accounting methods and procedures was approximately at 85%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Related Documents:</b> <a href="#">Grades Wiley - RAW TracDat</a> <a href="#">10.2013.csv</a></p>	
		<p>09/22/2012 - Based on the results from summative assessments (refer to results below), the target was met. Midterm exam 85% success rate Final Exam 73% success rate</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Related Documents:</b> <a href="#">51a results file from wiley plus</a></p>	
	<p><b>Assessment Method:</b> Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>70%</p> <p><b>Assessment Method:</b> Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70%</p> <p><b>Related Documents:</b> <a href="#">Grades Wiley - RAW TracDat 10.2013.csv</a></p>	<p>10/26/2014 - Met or exceeded 70% target for all chapters and for all individual chapters.</p> <p>Met or exceeded 80% target for all chapters and for all individual chapters, except for chapters 4, 7, and 8:</p> <p>ULO 1: 37 36 33 97% 89%          ULO 2: 36 36 36 100% 100%          ULO 3: 35 31 31 89% 89%          ULO 4: 33 28 24 85% 73%          ULO 5: 29 27 25 93% 86%          ULO 6: 32 30 28 94% 88%          ULO 7: 29 26 22 90% 76%          ULO 8: 27 22 21 81% 78%          ULO 18: 25 23 20 92% 80%</p> <p>Sum 283 259 240 92% 85%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Related Documents:</b> <a href="#">Nava_Results_51Awinter2014.xls</a></p>	<p>10/26/2014 - No changes to Ch 4. More reflective questions regarding Ch 7 and 8 in discussions.</p>
Department - Accounting (ACTG) - ACTG 51A - INTERMEDIATE ACCOUNTING I - 1b - Application - Perform related calculations	<p><b>Assessment Method:</b> Formative and/or summative assessments, including representative problems from</p>	<p>10/14/2016 - Assessment: The majority of students 97% successfully demonstrated a fundamental understanding and ability to explain</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>and demonstrate the ability to use methods and /or procedures to solve intermediate financial accounting problems. (Created By Department - Accounting (ACTG))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>chapters/topics covered in the class.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70%</p>	<p>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><b>Reflection:</b> Students tend to focus on the mechanics of posting journal entries and do not internalize the basic assumptions of accounting.</p> <p><b>Planned Changes:</b> Assign additional reading and assignments to focus students on higher level accounting principles and conceptual framework.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
		<p>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.</p> <p>Reflection: It was difficult for students to build a healthy skepticism around the subtle differences in the quality of data used for decision-making.</p> <p><b>Planned Changes:</b> Assign additional readings &amp; cases to highlight failures in financial reporting due to poor data quality and/or lack of a scrutiny of key reporting assumptions</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None</p>	
		<p>09/22/2012 - Based on the results from summative assessments (refer to results below), the target</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>was met. Midterm exam 85% success rate Final Exam 73% success rate</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Related Documents:</b> <a href="#">51a results file from wiley plus</a></p>	
	<p><b>Assessment Method:</b> Formative and Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70%</p>	<p>10/26/2014 - Met or exceeded 70% target for all chapters and for all individual chapters.</p> <p>ULO 1: 37 35 34 95% 92%          ULO 2: 37 35 34 95% 92%          ULO 3: 36 32 27 89% 75%          ULO 4: 32 27 25 84% 78%          ULO 5: 29 23 22 79% 76%          ULO 6: 31 26 21 84% 68%          ULO 7: 30 22 22 73% 73%          ULO 8: 30 22 19 73% 63%          ULO 18: 28 20 17 71% 61%</p> <p>Sum 290 242 221 83.4% 76.2%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Related Documents:</b> <a href="#">Nava_Results_51Awinter2014.xls</a></p>	<p>10/26/2014 - none</p>
		<p>07/03/2013 - Based on the test evaluation , less than 20% of the students were evaluated as being less than acceptable. Based on the midterm and final exam, I determined that the overall understanding of financial accounting methods and procedures was approximately at 85%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Related Documents:</b> <a href="#">Grades Wiley - RAW TracDat</a></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<a href="#">10.2013.csv</a>	
<p>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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>End Date:</b> 09/16/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70%</p>	<p>10/14/2016 - Assessment: The majority of students 97% 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	<p>09/16/2013 - Grades from the two exams and a</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Diagnostic Assessment testing (Weekly Quizzes) are used to assess the students' accounting knowledge, which are included in this analysis. Also included is an indicator of overall academic ability grade point average. Based on this information and students' results on the exam and quizzes, it is evident that students performed quite well on the midterm and final exam. Approximately 83% of the students performed over 80% in this intermediate accounting course.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Related Documents:</b> <a href="#">Wiley Plus grades Acctg 51B</a> <a href="#">TracDat 2013.xlsx</a></p>	
		<p>09/22/2012 - Based on the results from summative assessment (refer to results below), the target was met.</p> <p>Final Exam 80% success rate</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Related Documents:</b> <a href="#">51b results file from wiley plus</a></p>	
<p>Department - Accounting (ACTG) - ACTG 51B - INTERMEDIATE ACCOUNTING II - SLO 2 - Application - Perform related calculations and demonstrate the ability to use methods and /or procedures to solve intermediate financial accounting problems (Created By Department - Accounting (ACTG))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b></p>	<p><b>Assessment Method:</b> Formative and/or summative assessments, including representative problems from chapters/topics covered in the class.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70%</p>	<p>10/14/2016 - Assessment: The majority of students 97% 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>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>09/01/2012  <b>End Date:</b>  09/16/2013  <b>Course-Level SLO Status:</b>  Active</p>		<p>Planned Changes: Assign additional reading and assignments to focus students on higher level accounting principles and conceptual framework.</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2015-2016</p>	
		<p>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 &amp; cases to highlight failures in financial reporting due to poor data quality and/or lack of a scrutiny of key reporting assumptions</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2014-2015</p>	
		<p>09/16/2013 - Grades from the two exams and a Diagnostic Assessment testing (Weekly Quizzes) are used to assess the students' accounting knowledge, which are included in this analysis. Also included is an indicator of overall academic ability grade point average. Based on this information and students' results on the exam and quizzes, it is evident that students performed quite well on the midterm and final exam. Approximately 83% of the students performed over 80% in this intermediate accounting course.</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Related Documents:</b>  <a href="#">Wiley Plus grades Acctg 51B</a>  <a href="#">TracDat 2013.xlsx</a></p> <p>09/22/2012 - Based on the results from summative assessment (refer to results below), the target was met. Final Exam 80% success rate</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2011-2012</p> <p><b>Related Documents:</b>  <a href="#">51b results file from wiley plus</a></p>	
<p>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))</p> <p><b>Course-Level SLO Status:</b>  Active</p>	<p><b>Assessment Method:</b>  Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course.</p> <p><b>Assessment Method Type:</b>  Exam - Course Test/Quiz</p> <p><b>Target for Success:</b>  70% success rate</p>	<p>10/14/2016 - Assessment: The all students (100%) 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.</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2015-2016</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. Reflection: Students tend to focus on the</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
		<p>10/02/2013 - Based on the test evaluation , less than 20% of the students were evaluated as being less than acceptable. Based on the midterm and final exam, I determined that the overall understanding of financial accounting methods and procedures was approximately at 85%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Related Documents:</b> <a href="#">Gradebook Summer 2013.xls</a></p>	
		<p>09/22/2012 - Based on the results from summative assessments (refer to results below), the target was met.</p> <p>Midterm exam 85% success rate Final Exam 81% success rate</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Related Documents:</b> <a href="#">51c results file from wiley plus</a></p>	
Department - Accounting (ACTG) - ACTG 51C - INTERMEDIATE ACCOUNTING III - SLO 2 - Theory - explain financial accounting terminology, principles, concepts, methods, and /or procedures ? at intermediate level (Created By Department - Accounting	<p><b>Assessment Method:</b> Summative Assessment (midterm and/or final exams) including representative questions/problems from chapters/topics covered in course.</p> <p><b>Assessment Method Type:</b></p>	<p>10/14/2016 - Assessment: The all students (100%) 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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>(ACTG)</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% success rate</p>	<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p>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 &amp; cases to highlight failures in financial reporting due to poor data quality and/or lack of a scrutiny of key reporting assumptions</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>10/02/2013 - Based on the test evaluation , less than 20% of the students were evaluated as being less than acceptable. Based on the midterm and final exam, I determined that the overall understanding of financial accounting methods and procedures was approximately at 85%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Related Documents:</b>  <a href="#">Gradebook Summer 2013.xls</a></p> <p>09/22/2012 - Based on the results from summative assessments (refer to results below), the target was met.</p> <p>Midterm exam 85% success rate  Final Exam 81% success rate</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2011-2012</p> <p><b>Related Documents:</b>  <a href="#">51c results file from wiley plus</a></p>	
<p>Department - Accounting (ACTG) - ACTG 52 - ADVANCED ACCOUNTING - 1a - Theory - Explain advanced accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG))</p> <p><b>Start Date:</b>  07/02/2012</p> <p><b>Course-Level SLO Status:</b>  Active</p>	<p><b>Assessment Method:</b>  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.</p> <p><b>Assessment Method Type:</b>  Exam - Course Test/Quiz</p> <p><b>Target for Success:</b>  80%</p>	<p>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%.</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2014-2015</p> <p><b>Resource Request:</b>  None</p>	
<p>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))</p> <p><b>Start Date:</b>  07/02/2012</p> <p><b>Course-Level SLO Status:</b>  Active</p>	<p><b>Assessment Method:</b>  Completion of homework assignments for each chapter to demonstrate the knowledge gained and apply the skills learned to solve advanced accounting problems.</p> <p><b>Assessment Method Type:</b>  Discussion/Participation</p> <p><b>Target for Success:</b>  80%</p>	<p>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.</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: None	
<p>Department - Accounting (ACTG) - ACTG 53 - FINANCIAL STATEMENT ANALYSIS - SLO 1 - Explain financial statement analysis terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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 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><b>Target for Success:</b></p>	10/14/2016 - 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 statement analysis, identify and discuss various types of business and financial analyzes, and understand business activities and their relation to financial statements. 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 89%); 8 sets of multiple choice or fill-in computational exercises, problems and cases assignments (average score 89%); 4 tests (average score 86%) and 1 final exam (average score 85%) that included multiple choice and true-or-false questions. The equal average score on theoretical and computations questions demonstrates that students were adequately prepared in theory and practice as these two areas related to financial statement analysis. Additionally, the average student scores on homework assignment (unlimited, multiple tries) and average test scores (timed, one try) show the effectiveness of homework assignments: practicing homeworks adequately prepared students for tests and the final exam. 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 2 and 3 hours, respectively. The target success rate	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>80% of students will perform at 70% or better overall in assessments.</p>	<p>was achieved as 80% of students performed at 70% or above overall.</p> <p>No additional resources will be required.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>GE/IL-SLO Reflection:</b> During the course, students acquired practical skills in various methods used to analyze financial documentation. Average score for the course was 91% (as compared to an average score of 88% during the previous assessment). The target of 70% student achievement has been met.</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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 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.</p>	<p>10/14/2016 - 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 analysis, cash flow analysis, discounted cash flow methods and residual income technique. 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.</p> <p>The test and the final exam consisted of 40</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of students will perform at 70% or above overall.</p>	<p>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. In comparison, to prior years' assessment, the average project grade remained consistently the same and lower as compared to tests and homework assignments. This can be explained in terms of students' inadequate Excel skills. 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>Required resources: No additional resources will be required.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>GE/IL-SLO Reflection:</b> During the course, students acquired practical skills in various methods used to analyze financial documentation. Average score for the course was 91% (as compared to an average score of 88% during the previous assessment). The target of 70% student achievement has been met.</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))

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<b>Course-Level SLO Status:</b> Active		
Department - Accounting (ACTG) - ACTG 55 - FINANCIAL REPORTING - SLO 1 - Explain financial reporting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG))	<b>Assessment Method:</b> Multiple Choice Questions(1 quiz, 2 midterm exams, and final exam) <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70%	10/06/2016 - BOWMAN - Term assessed "Spring 2016". The results of exams (1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 89% 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.	For the Spring 2016 term, there were 2 homework assignments, 10 interactive discussion forums each containing multiple questions, and 16 MyAccountingLab assignments. The average overall grade in the course based off all 33 gradable assignments was 88%.
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.	<b>Assessment Method:</b> Multiple Choice Questions(1 quiz, 2 midterm exams, and final exam) <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70%	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	<b>Resource Request:</b> None <b>Related Documents:</b> <a href="#">actg 58-results.xlsx</a>
(Created By Department - Accounting (ACTG))			
<b>Start Date:</b> 09/19/2011			
<b>Course-Level SLO Status:</b> Active			
			</

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

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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> <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><b>Result:</b>  <b>Target Met</b>  <b>Year This Assessment Occurred:</b>  2014-2015  09/22/2015 - BOWMAN</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Fall 2014-</p> <p>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.</p> <p>Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p>For the Fall 2014 term, there were 5 homework assignments, 6 interactive discussion questions, and 14 MyAccountingLab assignments.</p> <p>The overall grade in the course based on all gradable assignments was 88%.</p> <p>Winter 2015-</p> <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.</p> <p>Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p>For the Winter 2015 term, there were 5 homework assignments, 6 interactive discussion questions, and 16 MyAccountingLab assignments.</p> <p>The overall grade in the course based on all gradable assignments was 89%</p> <p>Spring 2015-</p> <p>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.</p> <p>Students' understanding also includes their ability to perform related calculations and the ability to</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> none</p> <p><b>Resource Request:</b> none</p> <p><b>GE/IL-SLO Reflection:</b> This addresses core competencies of (1) Communication, (2) Computation, (3) Creative, Critical, and Analytical Thinking, and (4) Community/Global Consciousness and Responsibility.</p> <p><b>GE/IL-SLO Reflection:</b> This addresses core competencies of (1) Communication, (2) Computation, (3) Creative, Critical, and Analytical Thinking, and (4) Community/Global Consciousness and Responsibility.</p> <p>10/13/2013 - Fall 2012 The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 85.7% representing students' understanding of auditing terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p>	<p>10/13/2013 - For the current fall 2013 quarter I have allowed less time to complete the midterms and final exam. This change was the result of performing an analysis of 2012-13 exam data extracted from Etudes. The consequence of this change is that students will have less time to answer each exam question.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Winter 2013</p> <p>The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 88.5% representing students' understanding of auditing terminology, concepts, principles, and frameworks.</p> <p>Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p>Spring 2013</p> <p>The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 87.8% representing students' understanding of auditing terminology, concepts, principles, and frameworks.</p> <p>Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p>09/24/2012 - The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 89% representing students' understanding of auditing terminology, concepts, principles, and frameworks.</p> <p>Students understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p>Based on the 88.7% result (Exams and all assignments), no change appears to be needed.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Continue with the current assignments which includes questions and problems associated with the material covered in the text. Students turn in these assignments by a due date and are then graded for accuracy or completeness. For the Fall 2012 quarter, I will make no changes to this course course.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</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><b>Start Date:</b> 09/19/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Multiple Choice Questions(1 quiz, 2 midterm exams, and final exam)</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70%</p>	<p>10/06/2016 - BOWMAN - Term assessed "Spring 2016".</p> <p>The results of exams (1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 89% 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 2016 term, there were 2 homework assignments, 10 interactive discussion forums each containing multiple questions, and 16 MyAccountingLab assignments. The average overall grade in the course based off all 33 gradable assignments was 88%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> None</p> <p><b>Related Documents:</b> <a href="#">actg 58-results.xlsx</a></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		09/22/2015 - BOWMAN	
		<p>Fall 2014-</p> <p>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.</p> <p>Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p>	
		<p>For the Fall 2014 term, there were 5 homework assignments, 6 interactive discussion questions, and 14 MyAccountingLab assignments.</p> <p>The overall grade in the course based on all gradable assignments was 88%.</p>	
		<p>Winter 2015-</p> <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.</p> <p>Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p>	
		<p>For the Winter 2015 term, there were 5 homework assignments, 6 interactive discussion questions, and 16 MyAccountingLab assignments.</p> <p>The overall grade in the course based on all gradable assignments was 89%.</p>	
		<p>Spring 2015-</p> <p>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.</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 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> none</p> <p><b>GE/IL-SLO Reflection:</b> This addresses core competencies of (1) Communication, (2) Computation, (3) Creative, Critical, and Analytical Thinking, and (4) Community/Global Consciousness and Responsibility.</p>	
		<p>11/03/2014 - The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90% representing students' understanding of auditing terminology, concepts, principles, and frameworks.</p> <p>Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>11/03/2014 - The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90% representing students' understanding of auditing terminology, concepts, principles, and frameworks.</p> <p>Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
		<p>10/13/2013 - Fall 2012</p> <p>The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 85.7% representing students' understanding of auditing terminology, concepts, principles, and frameworks.</p> <p>Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p>Winter 2013</p> <p>The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 88.5% representing students' understanding of auditing terminology, concepts, principles, and frameworks.</p> <p>Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p>Spring 2013</p> <p>The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 87.8% representing students'</p>	<p>10/13/2013 - Continue with current teaching methods. I will add and update videos in the course as appropriate.</p> <p>C. Assignments For the 2012-2013 academic year, there were 6 homework assignments and 2 discussion questions. I changed or modified the homework assignments and discussion questions each quarter. I will continue with this practice.</p> <p>C. Course evaluation procedures (e.g., quizzes, exams, papers, etc.). For the current fall 2013 quarter, I have allowed less time to complete the midterms and final exam. This change was the result of performing an analysis of the 2012-2013 exam data extracted from Etudes. The consequence of this change is that students will have less time to answer each exam question.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>understanding of auditing terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None</p> <p>09/24/2012 - The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 89% representing students' understanding of auditing terminology, concepts, principles, and frameworks.</p> <p>Students understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p>Based on the 88.7% result (Exams and all assignments), no change appears to be needed.</p> <p>Continue with the current assignments which includes questions and problems associated with the material covered in the text. Students turn in these assignments by a due date and are then graded for accuracy or completeness. For the Fall 2012 quarter, I will make no changes to this course course.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</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><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 1quiz, 2 midterm exams, and final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% or better</p>	<p>10/06/2016 - Bowman – Term assessed “Spring 2016” - The results of exams (1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 89% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods and /or procedures. For the Spring 2016 term, there were 7 homework assignments, 10 interactive discussion forums with multiple questions for each forum. The overall grade in the course based-off all 22 gradable assignments was 88%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> None</p> <p><b>Related Documents:</b> <a href="#">actg 59 results.xlsx</a></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>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Winter 2015-</p> <p>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-</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 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> 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>11/03/2014 - The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 89% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods and /or procedures</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>10/13/2013 - Fall 2012 The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90.5% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods and /or procedures</p> <p>Spring 2013 The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90.3% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods and /or procedures</p> <p>Summer Session 1 The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 89.7% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods</p>	<p>10/13/2013 - B. Teaching methods Continue with current teaching methods. I will add and update videos in the course as appropriate.</p> <p>C. Assignments For the 2012-2013 academic year, there were 6 homework assignments and 2 discussion questions. I changed or modified the homework assignments and discussion questions each quarter. I will continue with this this practice</p> <p>C. Course evaluation procedures (e.g., quizzes, exams, papers, etc.). For the current fall 2013 quarter, I have allowed less time to complete the midterms and final exam. This change was the result of performing an analysis of the 2012-2013 exam data extracted from Etudes. The consequence of this change is that students will have less time to answer each exam question.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>and /or procedures</p> <p>Summer Session 2</p> <p>The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90.3% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods and /or procedures</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None</p>	
<p>Department - Accounting (ACTG) - ACTG 59 - FRAUD EXAMINATION - Application - A successful student will be able to perform related calculations and demonstrate the ability to use methods and /or procedures to detect financial fraud. (Created By Department - Accounting (ACTG))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Exams (1 quiz, 2 mid-terms and final exam)</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% or better</p>	<p>10/06/2016 - Bowman – Term assessed “Spring 2016” - The results of exams (1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 89% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods and /or procedures. For the Spring 2016 term, there were 7 homework assignments, 10 interactive discussion forums with multiple questions for each forum. The overall grade in the course based-off all 22 gradable assignments was 88%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>None</p> <p><b>Related Documents:</b>  <a href="#"><u>actg 59 results.xlsx</u></a></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 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-</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'</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> This addresses core competencies of (1) Communication, (2) Computation, (3) Creative, Critical, and Analytical Thinking, and (4) Community/Global Consciousness and Responsibility.</p>	
		<p>11/03/2014 - The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 89% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods and /or procedures</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>10/13/2013 - Fall 2012 The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90.5% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods and /or procedures</p> <p>10/13/2013 - B. Teaching methods Continue with current teaching methods. I will add and update videos in the course as appropriate.</p> <p>C. Assignments For the 2012-2013 academic year, there were 6 homework assignments and 2 discussion questions. I changed or modified</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Spring 2013</p> <p>The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90.3% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods and /or procedures</p> <p>Summer Session 1</p> <p>The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 89.7% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods and /or procedures</p> <p>Summer Session 2</p> <p>The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 90.3% representing students' understanding of Fraud Examination terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to describe and perform fraud examination methods and /or procedures</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None</p> <p><b>Resource Request:</b></p>	<p>the homework assignments and discussion questions each quarter. I will continue with this this practice</p> <p>C. Course evaluation procedures (e.g., quizzes, exams, papers, etc.). For the current fall 2013 quarter, I have allowed less time to complete the midterms and final exam. This change was the result of performing an analysis of the 2012-2013 exam data extracted from Etudes. The consequence of this change is that students will have less time to answer each exam question.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>None</p> <p><b>Resource Request:</b> None</p>	
<p>Department - Accounting (ACTG) - ACTG 60 - ACCOUNTING FOR SMALL BUSINESS - SLO 1 - Context - Explain financial accounting terminology, concepts, and principles related to a service and merchandise company. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Multiple Choice Questions</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>10/31/2016 - Ghodrat: Two sections class size of 83 in total, two mid-terms and a final exam (comprehensive) with an averages of 89%, 83%, and 84%. Exams are randomly draw question. Homework assignments are from MyAccountingLab. Course evaluation procedures combination of exams and homework, and, practice set will continue. Met or exceeded the 80% target for class and for all individual chapters. No changes are required.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Related Documents:</b> <a href="#">Reflection for Acctg 60_spring 2016</a></p>	<p>11/01/2016 - No change is required.</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Related Documents:</b> <a href="#">Spring 2015 Relection Findings</a></p>	<p>10/10/2015 - Continue with the current assignments and exams.</p>
		<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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	<p>09/24/2015 - Continue with the current assignments and exams.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2014-2015</p> <p><b>Related Documents:</b>  <a href="#">Reflection backup</a></p> <p>11/02/2014 - Students demonstrated that they could explain financial accounting terminology, concepts and principles as the class average grade for exam #1 was 90%, for exam #2 was 83% and for final exam was 81%.</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2013-2014</p> <p>12/08/2013 - Enrollment in Accounting 60 during Spring 2013 was 29. 97% of the students scored greater than 70% and 87% of the students scored greater than 80%. Highest scoring chapters were 1, 2, and 3.</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2012-2013</p> <p>03/25/2012 - Enrollment in Accounting 60 during Winter 2012 was 33 and the average comprehensive test score was 85% with a highest/lowest test score of 100%/37% respectively. Highest scoring chapters were 1, 2, and 3.</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2011-2012</p> <p><b>Related Documents:</b>  <a href="#">reflection for acctg</a>  <a href="#">60_winter2012.xlsx</a></p>	<p>03/30/2012 - Continue with the current assignments and exams.</p> <hr/>
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	<p><b>Assessment Method:</b></p> <p>Excel assignments which include analyzing transactions, preparation of financial statements, and bank reconciliation</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	<p>10/10/2015 - Continue with the current assignments.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
financial accounting problems. (Created By Department - Accounting (ACTG))  <b>Course-Level SLO Status:</b> Active	preparation.  <b>Assessment Method Type:</b> Class/Lab Project	for homework problems ranged from 91% to 96%. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
		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%. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
		11/02/2014 - Students demonstrated the ability to use methods and/or procedures to solve financial accounting problems for a small serve or merchandising business as the class average grade for homework problems ranged from 92% to 97%. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
		12/08/2013 - There were an average of 24 submissions. 89% of the students scored greater than 70% on the assignments, 87% of the students scored greater than 80% on the assignments. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013	
	<b>Assessment Method:</b> Multiple-choice Questions <b>Assessment Method Type:</b> Exam - Course Test/Quiz	10/31/2016 - Ghodrat: Two sections class size of 83 in total, two mid-terms and a final exam (comprehensive) with an averages of 89%, 83%, and 84%. Exams are randomly draw question. Homework assignments are from MyAccountingLab. Course evaluation procedures combination of exams and homework, and,	11/01/2016 - No change is required.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>practice set will continue. Met or exceeded the 80% target for class and for all individual chapters. No changes are required.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<p>Department - Accounting (ACTG) - ACTG 64A - COMPUTERIZED ACCOUNTING PRACTICE USING QUICKBOOKS - SLO 1 - Data entry - Apply accounting principles and procedures by data entry of business transactions into a computerized accounting program. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Formative assignments assessing both accounting skills and knowledge of computerized software. Assignments consisted of initially running reports, software familiarity exercises with progression to developing financial records for companies from scratch with increasing difficulty.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Scores of 70% or better on assignments.</p>	<p>10/14/2016 - By working on multiple problem assignments in Quickbooks, from simple ones to more complex , students become adept at running reports and performing day to day accounting transactions in QB such as entering invoices, bills, payments and receipts and purchase orders. Students are able to set up chart up accounts on their own for companies created from scratch and able to add and delete accounts Able to add customers ,vendors and employees with the relevant details and enter opening balances for the various accounts</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	<p>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,</p> <p>-----</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings.</p> <p>As students keep practicing with the case problem series, they become good at entering the</p>

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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 reinforce 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 students.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>11/02/2014 - Students have a good grasp of the different functions within Quickbooks. They can enter regular, day to day transactions and print financials, customize financial statements. However, they do have some difficulties with payroll transactions, bank reconciliation, adjusting entries and correcting errors they make.</p> <p>Examples will be included on how to correct transactions entered in error. Videos will be included as part of lectures. Continue to encourage students to use journal entries for payroll transactions as an alternate way to enter payroll. Including quizzes which enforce accounting concepts.</p> <p><b>Result:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>12/08/2013 - Students are comfortable entering transactions in Quickbooks , Printing and Analyzing financial statements on Quickbooks such as Income Statements, Balance sheet and Cash flows. However improvement is needed in the areas of entering adjusting journal entries, correction of errors and also entering payroll transactions. Students' knowledge of Accounting principles to be strengthened.</p> <p><b>Result:</b></p> <p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p>09/18/2012 - Unit Learning Outcome: # of Submissions, Scores and % <math>\geq</math> 70%, 80%</p> <hr/> <p>ULO 1-5: Creating reports in QuickBooks , 31, 100%, 100%</p> <p>ULO 6: Setting up a business's accounting system, 29, 100%, 100%</p> <p>ULO 7: Cash oriented business transactions, 30, 97%, 83%</p> <p>ULO 8: Additional business activities, 27, 89%, 81%</p> <p>ULO 9: Adjusting Entries, 28, 75%, 68%</p> <p>ULO 10: Budgeting, 29, 90%, 90%</p> <p><b>Result:</b></p> <p>Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	<p>09/18/2012 - Additional instructional information in the modules regarding adjusting entries.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2011-2012	
<p>Department - Accounting (ACTG) - ACTG 64A - COMPUTERIZED ACCOUNTING PRACTICE USING QUICKBOOKS - SLO 2 - Creating financial reports - Integrate knowledge of accounting principles and a computerized accounting program into various financial statements and reports. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Two summative assignments. One an accumulation of a case study started in the SLO1 assignments and other a complete set of accounting records for a company from inception through close of an accounting cycle.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Scores of 70% or better on the assignments.</p>	<p>10/14/2016 - With the case series problems and the final cumulative assignment, apart from data entry(discussed as part of SLO1), students are able to generate and customize various financial statements, enter adjusting entries for accruals and deferrals, enter payroll and payroll journal entries, able to correct minor errors with corrective journal entries, able to correct errors on chart of accounts .</p> <p>Need to re-enforce the importance of scanning and analyzing the financials created in these assignments which could pinpoint any potential errors. Plan to create assignments linking transactions entered and journal entries created by QB a the back end , how QB captures information from different fields of the source documents. This quarter, I also plan to implement Pearson's certiport (certification) as part of the course.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	<p>11/02/2014 - Students have a good grasp of the different functions within Quickbooks. They can enter regular, day to day transactions and print financials, customize financial statements. However, they do have some difficulties with payroll transactions, bank reconciliation, adjusting entries and correcting errors they make.</p> <p>Examples will be included on how to correct transactions entered in error. Videos will be included as part of lectures. Continue to encourage students to use journal entries for payroll transactions as an alternate way to enter payroll. Including quizzes which enforce accounting concepts.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014</p> <p>12/08/2013 - Students are comfortable entering transactions in Quickbooks , Printing and Analyzing financial statements on Quickbooks such as Income Statements, Balance sheet and Cash flows. However improvement is needed in the areas of entering adjusting journal entries, correction of errors and also entering payroll transactions. Students' knowledge of Accounting principles to be strengthened. Perhaps with videos and some assessments that (quizzes, tests) that reinforce students' existing accounting knowledge.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013</p> <p>09/18/2012 - Assignment #1: Case study cumulative problem. 29 submissions, 97% with scores 70% or better, 97% with scores 80% or better.</p> <p>Assignment #2: Full set of financial records. 29 submissions, 93% with scores 70% or better, 79% with scores 80% or better.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>09/18/2012 - None at this time.</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))	<b>Assessment Method:</b> Formative assessments determining both accounting skills and knowledge of spreadsheet program. Assignments consist of predesigned working papers to give students a feel for the design of working papers and progressing through increasingly more complex accounting	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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	concepts and principles. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Scores of 70% or better on assignments.	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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
		11/02/2014 - Students are comfortable with most Excel functions such as Sum(), IF, Referencing cells, simple formulas, pivot tables. They are able to prepare financial statements in Excel such as P&L, Balance sheet and other supporting schedules. The areas needing improvement are Payroll transactions, Cash flows and Stock equity statements and Ratios. I will increase the repository of online resources available in the modules, add some Frequently Asked Questions esp. for Cash flow and Stockholders' Equity assignments, and include some quizzes to test students on basic accounting journal entries and principles	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014
		12/08/2013 - Students are comfortable inputting formulas in spreadsheets and creating templates .With the notes provided, students are able to write IF statements and are able to create Pivot tables. However improvement is needed on	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>adjusting journal entries, Preparing Statement of stockholders' equity, Payroll journal entries and presentation formats of Financial statements . Students' knowledge of basic Accounting entries and Accounting principles to be strengthened. The use of online videos and quizzes/tests to reinforce students' basic accounting knowledge would be helpful.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p>09/18/2012 - ULO: Total # of Submissions, % &gt;=70%, &gt;=80%</p> <p>ULO 1: Business transactions part 1 , 28, 100%, 100% ULO 2: Business transactions part 2 , 28, 100%, 100% ULO 3: Financial statements for a merchandising co., 28, 100%, 93% ULO 4: Bank reconciliation, 28,96%, 96% ULO 5: Depreciation schedule,28, 93%, 93% ULO 6: Payroll schedule, 28, 85%, 82% ULO 7: Ratio Analysis, 27, 96%, 96% ULO 8: Pivot Tables , 26, 100%, 100% ULO 9: Statement of Cash Flows, 27, 67%, 63%</p> <p>Average for this SLO - 93% &gt;70%, 92%&gt;80%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>09/18/2012 - More information/instruction is needed on the statement of cash flows unit. The problem is not in the Excel execution but in the underlying accounting.</p>
Department - Accounting (ACTG) - ACTG 64B - COMPUTERIZED ACCOUNTING PRACTICE USING EXCEL - SLO 2 -	<p><b>Assessment Method:</b> 2 formative assignments designed to develop models independently without</p>	09/30/2015 - Students scored an average of about 89% on these assignments of Depreciation, Statement of Cash Flows, and Financial	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Creating financial reports - Integrate knowledge of various accounting principles and the spreadsheet program into various accounting work papers and financial reports. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>preprogrammed templates. 1 summative assignment consisting of interrelated data and financial statement presentation.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Scores of 70% or better on assignments.</p>	<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
		<p>11/02/2014 - Students are comfortable with most Excel functions such as Sum(), IF, Referencing cells, simple formulas, pivot tables. They are able to prepare financial statements in Excel such as P&amp;L, Balance sheet and other supporting schedules. The areas needing improvement are Payroll transactions, Cash flows and Stock equity statements and Ratios. I will increase the repository of online resources available in the modules, add some Frequently Asked Questions esp. for Cash flow and Stockholders' Equity assignments, and include some quizzes to test students on basic accounting journal entries and principles</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
		<p>12/08/2013 - Students are comfortable inputting formulas in spreadsheets and creating templates .With the notes provided, students are able to write IF statements and are able to create Pivot tables. However improvement is needed on</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>adjusting journal entries, Preparing Statement of stockholders' equity, Payroll journal entries and presentation formats of Financial statements . Students' knowledge of basic Accounting entries and Accounting principles to be strengthened. The use of online videos and quizzes/tests to reinforce students' basic accounting knowledge would be helpful.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <hr/> <p>09/18/2012 - ULO: # of submissions, % <math>\geq</math>70%, %<math>\geq</math>80%      09/18/2012 - None at this time.</p> <hr/> <p>ULO10: Loan Amortization model, 27, 100%, 96% ULO11: Lump sum model, 28, 96%, 96% Summative assessment: Financial statements 84%, 84%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Accounting (ACTG) - ACTG 65 - PAYROLL &amp; BUSINESS TAX ACCOUNTING - SLO 1 - Rules and Procedures - Explain current federal payroll tax accounting rules and procedures. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Multiple-choice questions</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Related Documents:</b> <a href="#">reflection for acctg65_winter2012.xlsx</a></p>	<p>10/14/2016 - I reviewed the grades for all 4 quarters taught in 2015 and 2016 (Winter, Spring and summer) quarters. 183 students completed the class in 2015 compared to 165 students for the first 3 quarters of 2016. In 2016, the exams/quizzes grades in 2016 increased by 3% from 2015. The average grades are highly impacted by students that did not take or complete the exams. In 2016, the overall the class grades increased about 3%(84.1%) from 2015(81.7%). The increase in exam grades has a strong correlation to the increase in overall class grades since the 2 midterm and final exams account for 80% of the class grade.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>GE/IL-SLO Reflection:</b> Provide more announcements to remind students on their assignments and being more aware of students that suddenly stop turning in assignments and missing/not completing exams. Also, follow up with students via email when I notice that assignments are not completed.</p> <hr/> <p>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)</p> <p>-----</p> <p>TBD</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <hr/> <p>12/08/2013 - I found that the students took a particular loss of interest in making sure to complete the homework assignments. This could be due to the large point value difference between the two formats. The exams are worth 60 points, whereas the homework assignments are worth 6 points. The workload is relatively the same to fulfill and do well in both assignments, however, the fact that the test is literally ten times the value of the homework, brings the student to a strategic decision on where best to devote their time. After analyzing the data, I noticed that out of 62 possible homework submissions, only 47 were actually "turned-in" by the students.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>15 of the 21 assignments that resulted in "zeroes" were because the students neglected to turn the assignment in (quite possibly because of the reasons above). This dilemma leads to a loss of the students being able to perform payroll and business tax accounting-related calculations and demonstrate the ability to use methods and/or procedures to solve accounting problems. As one would imagine, none of the students "neglected" to take the exam. Neglecting 60 points is much more difficult than doing the same with 6. (Interestingly, the students who neglected both homework assignments had an average test score of over 94%. The class average without those students was 87%.)</p> <p>2) Given the results of this assessment, describe what changes will be made, if any to the following:</p> <p>A. Content of course</p> <p>a. Content will remain the same.</p> <p>B. Teaching methods</p> <p>a. Methods will remain unchanged.</p> <p>C. Assignments</p> <p>a. Assignments will be given a higher point value.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p>03/25/2012 - Enrollment in Accounting 65 during Winter 2012 was 27 and the average comprehensive test score was 90% with a highest/lowest test score of 98%/72% respectively. Students did a great job in all chapters with the lowest average being 91%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Related Documents:</b> <a href="#">reflection for acctg65_winter2012.xlsx</a></p>	<p>03/30/2012 - Continue with the current assignments and exams!</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Accounting (ACTG) - ACTG 65 - PAYROLL &amp; 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The assignments included preparation of different payroll forms such as Form 941, W-2 and W-3 and preparation of a comprehensive payroll register for a company with 10 employees.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p>	<p>10/14/2016 - I reviewed the grades for all 4 quarters taught in 2015 and 2016 (Winter, Spring and Summer) quarters. 183 students completed the class in 2015 compared to 165 students for the first 3 quarters of 2016. In 2016, the assignment grades increased .2%(9.2%) from 2015(9%). The average grades are highly impacted by students that did not take or complete the exams. In 2016, the overall the class grades increased about 3%(84.1%) from 2015(81.7%). The increase in exam grades has a strong correlation to the increase in overall class grades since the 2 midterm and final exams account for 80% of the</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>GE/IL-SLO Reflection:</b> Provide more announcements to remind students on their assignments and being more aware of students that suddenly stop turning in assignments and missing/not completing exams. Also, follow up with students via email when I notice that assignments are not completed.</p>	<p>12/08/2013 - I found that the students took a particular loss of interest in making sure to complete the homework assignments. This could be due to the large point value difference between the two formats. The exams are worth 60 points, whereas the homework assignments are worth 6 points. The workload is relatively the same to fulfill and do well in both assignments, however, the fact that the test is literally ten times the value of the homework, brings the student to a strategic decision on where best to devote their time. After analyzing the data, I noticed that out of 62</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>possible homework submissions, only 47 were actually “turned-in” by the students. 15 of the 21 assignments that resulted in “zeroes” were because the students neglected to turn the assignment in (quite possibly because of the reasons above). This dilemma leads to a loss of the students being able to perform payroll and business tax accounting-related calculations and demonstrate the ability to use methods and/or procedures to solve accounting problems. As one would imagine, none of the students “neglected” to take the exam. Neglecting 60 points is much more difficult than doing the same with 6. (Interestingly, the students who neglected both homework assignments had an average test score of over 94%. The class average without those students was 87%.)</p> <p>2) Given the results of this assessment, describe what changes will be made, if any to the following:</p> <ul style="list-style-type: none"> <li>A. Content of course <ul style="list-style-type: none"> <li>a. Content will remain the same.</li> </ul> </li> <li>B. Teaching methods <ul style="list-style-type: none"> <li>a. Methods will remain unchanged.</li> </ul> </li> <li>C. Assignments <ul style="list-style-type: none"> <li>a. Assignments will be given a higher point value.</li> </ul> </li> <li>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) <ul style="list-style-type: none"> <li>a. Exams will remain the same.</li> </ul> </li> <li>E. SLO <ul style="list-style-type: none"> <li>a. These will remain the standard for the course.</li> </ul> </li> <li>F. The Assessment for the SLO <ul style="list-style-type: none"> <li>a. There will be greater detail given to what the questions/homework problems are actually addressing in accordance with the unit-level outcomes.</li> </ul> </li> <li>G. Other <ul style="list-style-type: none"> <li>a. Restructuring of the course to have proper point and time spent equity.</li> </ul> </li> </ul> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2012-2013</p> <p><b>Resource Request:</b> After reevaluating the point system for the course, I would perform a simulation of how a student would then “strategically” view the course. This would allow myself as the instructor to ensure proper equity among the assessments in both time spent p</p> <p><b>Resource Request:</b> After reevaluating the point system for the course, I would perform a simulation of how a student would then “strategically” view the course. This would allow myself as the instructor to ensure proper equity among the assessments in both time spent p</p>	
		<p>03/25/2012 - Enrollment in Accounting 65 during Winter 2012 was 27 and the average comprehensive score for comprehensive payroll register assignment was 85%. The average would have been hired if four students would have submitted their work.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>03/30/2012 - Continue with the current assignments and exams</p> <hr/>
	<p><b>Assessment Method:</b> Multiple-choice questions</p> <p><b>Assessment Method Type:</b> 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> [Application] Formative exercises and problems in MAL; approximately 1 assessment item per learning objective Quizzes (ch 1 - 7) and Final (Comprehensive with 35 comprehensive questions) Midterm: 4 problems: ch 5, ch 4, ch 3, ch 2 FINAL: 10 problems: ch 6, ch 7, ch 8, ch 9,</p>	<p>09/18/2016 - Fakoor - Students performed well in regard to SLO 1. I have online quizzes, midterm exam, and comprehensive final examination with a limited window to prepare the exam. 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 &gt; 85% of the students presented the ability to write and speak the language of cost accounting. The majority of the</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>ch 10. major LO's covered Limited time; 3 Hours; HW Items, paralleling assigned hw items presented in Modules score displayed after submission, including key</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>students could write a reasonable "Cost Accounting Policy" and cover all essential areas. Overall student performance exceeded my expectation and target. Students performed very well on the midterm and final examination. 38 students in the class - all students mastered the general theory of cost accounting terminology, principles, and concepts. About 21% of the students scored more than 70% and 78% (30 students) scored more than 80% on the homework/quizzes/exams in relation to SLO #1, SLO#2.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
		<p>08/17/2014 - 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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>01/14/2013 - RESULTS SLO 1 Explain cost accounting terminology, principles, and concepts. Assessment Method: Formative quizzes, academic discussion, exams</p> <p>Settings: Limited time; questions from preselected question pools different questions fed within each attempt score displayed after submission, including key</p> <p>Unit Learning Outcome # of Submissions # of Submissions with scores &gt;= 70% # of Submissions with scores &gt;= 80% Percentage of Students scored % &gt; 70% Percentage of Students Scored % &gt; 80% Summ. Exam</p> <p>SLO 1 1 6 22 21% 79% 100% Each student could take the quiz just once. Sum 1 6 22 21% 79% 100% Note: 28 students in the class</p> <p>All students mastered the general theory of cost accounting terminology, principles, and concepts. About 21% of the students scored more than 70% and 79% (22 students) scored more than 80% on the homework/quizzes/exams in relation to SLO #1.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2011-2012</p> <p>09/23/2012 - 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 didn't fully grasp what exactly is cost accounting policy and wrote a general accounting policy.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> 43% of the students scored more than 70%; 57% of students scored more than 80%.</p>	
	<p><b>Assessment Method:</b> 10+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT</p> <p>10+ Problems by chapter (1 per learning objective per chapter) - FORMATIVE ASSESSMENT.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70%</p>	<p>06/27/2013 - RESULTS SLO 1 Explain financial accounting terminology, concepts, principles, and frameworks. [Theory]. Assessment Method: Formative quizzes in MAL; approximately 3 assessment items per hour of instruction, no objective questions in summative assessments (all problems) Settings: Unlimited time; 2 Attempts; Randomly-drawn questions from preselected question pools different questions fed within each attempt score displayed after submission, including key</p> <p>Unit</p> <p>Learning Outcome: # of Submissions   scores and % &gt;= 70%, 80%</p> <p>ULO1 - Introduction to Cost Accounting 22 20 20 91% 91%</p> <p>ULO2 - Accounting for Materials 22 20 20 91% 91%</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>ULO3 - Accounting for Labor 20 19 18 95% 90%      ULO4 - Accounting for Factor Overhead 22 21 21 95% 95%      ULO5 - Process Cost Accounting - General Procedures 21 20 20 95% 95%      ULO7 - The Master Budget and Flexible Budgeting 21 21 20 100% 95%      ULO8 - Standard Cost Accounting - Materials, Labor, and Factory Overhead 21 21 20 100% 95%      ULO9 - Cost Accounting for Service Businesses and the Balance Scorecard 21 20 19 95% 90%      ULO10 - Cost Analysis for Management Decision-Making 19 19 18 100% 95%</p> <p>Sum 189 181 176 96% 93%</p> <p><b>Result:</b>      Target Met</p> <p><b>Year This Assessment Occurred:</b>      2012-2013</p> <p><b>Related Documents:</b>  <a href="#">ACTG 66 DATA RESULTS sp13</a>  <a href="#">Final Grades - Summer 2014.xls</a></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><b>Assessment Cycles:</b>      End of Academic Year</p> <p><b>Course-Level SLO Status:</b>      Active</p>	<p><b>Assessment Method:</b>      10+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT</p> <p>10+ Problems by chapter (1 per learning objective per chapter) - FORMATIVE ASSESSMENT.</p> <p><b>Assessment Method Type:</b>      Exam - Course Test/Quiz</p> <p><b>Target for Success:</b>      70%</p>	<p>06/27/2013 - Data shows that student performance average well above target for all areas.</p> <p>RESULTS SLO 2 Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems [Application] Assessment Method: Formative exercises and problems in MAL; approximately 1 assessment item per learning objective</p> <p>Unit</p> <p>Learning Outcome: # of Submissions   scores and % &gt;= 70%, 80%</p> <p>ULO1 - Introduction to Cost Accounting 22 20 20 91% 91%</p> <p>ULO2 - Accounting for Materials 22 20 20 91% 91%</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Assessment Method:</b>            Explain different cost accounting methods and /or procedures.            [Application]            Formative exercises and problems in MAL; approximately 1 assessment item per learning objective            Quizzes (ch 1 - 7) and Final (Comprehensive with 35 comprehensive questions)            Midterm: 4 problems: ch 5, ch 4, ch 3, ch 2            FINAL: 10 problems: ch 6, ch 7, ch 8, ch 9, ch 10. major LO's covered            Limited time; 3 Hours; HW Items, paralleling assigned hw items presented in Modules            score displayed after submission, including key</p> <p><b>Assessment Method Type:</b>            Exam - Course Test/Quiz</p>	<p>ULO3 - Accounting for Labor 20 19 18 95% 90%            ULO4 - Accounting for Factoru Overhead 22 21 21 95% 95%            ULO5 - Process Cost Accounting - General Procedures 21 20 20 95% 95%            ULO7 - The Master Budget and Flexible Budgeting 21 21 20 100% 95%            ULO8 - Standard Cost Accounting - Materials, Labor, and Factory Overhead 21 21 20 100% 95%            ULO9 - Cost Accounting for Service Businesses and the Balance Scorecard 21 20 19 95% 90%            ULO10 - Cost Analysis for Management Decision-Making 19 19 18 100% 95%</p> <p>Sum 189 181 176 96% 93%</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2012-2013</p> <p>10/13/2016 - Students performed well in regard to SLO 1. I have online quizzes, midterm exam, and comprehensive final examination with a limited window to prepare the exam. 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 &gt; 85% 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. Overall student performance exceeded my expectation and target. Students performed very well on the midterm and final examination. 38 students in the class - all students mastered the general theory of cost accounting terminology, principles, and concepts. About 21% of the students scored more than 70% and 78% (30 students) scored more than 80% on the homework/quizzes/exams in relation to SLO #1, SLO#2. In addition, students scored over 80% on</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>the "Cost Accounting Writing Policy". Many of the students wrote a comprehensive cost policy with good understanding of the different costing systems.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
		<p>09/18/2016 - The result of the examinations show that student performance average well above target for all areas. RESULTS SLO 2 Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems [Application] Assessment Method: Formative exercises and problems in Excel format; approximately 1 assessment item per learning objective. I also conduct and facilitate weekly discussions on each chapter, and students demonstrated excellent understanding of the material and independence of solving problems beyond the quizzes and exams.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>&lt;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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>08/17/2014 - The result of the examinations show that student performance average well above target for all areas.</p> <p>RESULTS SLO 2 Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems [Application] Assessment Method: Formative exercises and problems in MAL; approximately 1 assessment item per learning objective</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>02/18/2013 - By examining the midterm and final, I determined that the overall understanding of cost accounting methods and procedures was approximately at 83%. 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 17% of students had issues with the mentioned topics, and the rest f the students have developed a solid understanding of most aspects of cost</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>accounting.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p>09/23/2012 - By examining the term paper results, midterm and final, I determined that the overall understanding of cost accounting methods and procedures was approximately at 85%. 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 20% 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</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.</p> <p>Examples: Variable Costing , Absorption Costing (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Comprehensive final exam. Students had to solve problem for about 25 questions on the final exam. FINAL: 25 problems: ch 6, ch 7, ch 8, ch 9, ch 10. major LO's covered - Limited time; 3 Hours</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>10/13/2016 - Students performed well in regard to SLO 3 which does build upon SLO 1 and SLO2. In particular, comprehensive final examination with a limited window (3 hrs)served as a good benchmark to validate the understanding of the material. Students had a strong comprehension of cost accounting terminology, principles and concepts. The majority of the students scored over 200 points out of 300 points exam - Overall student performance exceeded my expectation</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>and target. Students performed. 38 students in the class - all students mastered the general theory of cost accounting terminology, principles, and concepts. About 21% of the students scored more than 70% and 78% (30 students) scored more than 80% on the homework/quizzes/exams in relation to SLO #1, SLO#2 and SLO#3.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p>09/18/2016 - The result of the final examination along with the midterm, quizzes, term paper and weekly discussion verify that more than 85% of the students do know how to apply the different costing methods and solve cost accounting problems at a satisfactory level. Students seem to have acquired the content knowledge and been able to use it in meaningful ways while testing. I was impressed to observe that there are students who challenged some of the correct answers on the final exam which was a manifestation of their ability to analyze and evaluate information. Students had the opportunities to demonstrate the use of critical thinking skills on the final examination and the results ranged above 85% on those questions.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Assessment Method:</b> 10+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT</p> <p>10+ Problems by chapter (1 per learning objective per chapter) - FORMATIVE ASSESSMENT.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70%</p>	<p>09/23/2012 - The result of the final examination along with the midterm, quizzes, term paper and weekly discussion verify that more than 80% of the students do know how to apply the different costing methods and solve cost accounting problems at a satisfactory level. Students seem to have acquired the content knowledge and been able to use it in meaningful ways while testing. I was impressed to observe that there are students who challenged some of the correct answers on the final exam which was a manifestation of their ability to analyze and evaluate information. Students had the opportunities to demonstrate the use of critical thinking skills on the final examination and the results ranged above 80% on those questions.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
		<p>08/17/2014 - Most students did well in problem solving area. 85% of students scored over 90% which categorizes as an A.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>06/27/2013 - Data shows that student performance average well above target for all areas.</p> <p>RESULTS SLO 2 Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems [Application] Assessment Method: Formative exercises and problems in MAL; approximately 1 assessment item per learning objective</p>	<p>Unit</p> <p>Learning Outcome: # of Submissions   scores and</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>% &gt;= 70%, 80%</p> <p>ULO1 - Introduction to Cost Accounting 22 20 20 91% 91%</p> <p>ULO2 - Accounting for Materials 22 20 20 91% 91%</p> <p>ULO3 - Accounting for Labor 20 19 18 95% 90%</p> <p>ULO4 - Accounting for Factoru Overhead 22 21 21 95% 95%</p> <p>ULO5 - Process Cost Accounting - General Procedures 21 20 20 95% 95%</p> <p>ULO7 - The Master Budget and Flexible Budgeting 21 21 20 100% 95%</p> <p>ULO8 - Standard Cost Accounting - Materials, Labor, and Factory Overhead 21 21 20 100% 95%</p> <p>ULO9 - Cost Accounting for Service Businesses and the Balance Scorecard 21 20 19 95% 90%</p> <p>ULO10 - Cost Analysis for Management Decision- Making 19 19 18 100% 95%</p> <p>Sum 189 181 176 96% 93%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
Department - Accounting (ACTG) - ACTG 67 - TAX ACCOUNTING - SLO 1 - General Theory - Identify basics of Federal and California income tax law as it relates to individuals and small businesses. (Created By Department - Accounting (ACTG))	<p><b>Assessment Method:</b> Objective questions</p> <p><b>Assessment Method Type:</b> Tax Form Assignment</p> <p><b>Target for Success:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Score of 70% or better</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>10/19/2016 - Average comprehensive Final Test score was 83% with the highest/lowest score of 99% and 37% respectively.</p> <p>19 students out of 20 students who took all tests in this class and completed all homework assignments achieved CTEC certification score of 70% or above.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p>10/17/2015 - Objective Questions Tax Form Assignment</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>-----</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings.</p> <p>Average comprehensive Final Test score was 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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>E. SLO NONE</p> <p>F. The Assessment for the SLO NONE</p> <p>G. Other</p> <p>-Throughout the 2015-2016 year monitor any tax law changes and timely update class website / content of the course</p> <p>- In Winter 2016 quarter participate in developing the 2015 SLO final exam</p> <p>- In Winter 2016 quarter participate in updating California portion of the class for 2015 California tax law changes</p> <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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>11/03/2014 - Average comprehensive Final Test score was 82% with the highest/lowest score of 99% and 45% respectively (out of 63 total students enrolled through the end of the term who took the final exam). 94 % students (59 out of 63) who took all tests in this class and completed all homework assignments achieved CTEC certification score of 70% or above.</p> <p>Students in this class achieved an average score of 82% on the two California Form 540 comprehensive tax return assignment chosen for ACTG067 SLO reflection analysis. The score revealed that the majority of students demonstrated practical knowledge of CA individual tax return preparation process. Although not</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>chosen for the SLO analysis, four federal tax return and short answer assignments with average scores of 84%, 92%, 91% and 91% reflect a general upward grade trend and support the “majority” conclusion for the SLO #2.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>10/13/2013 - Average comprehensive Final Test score was 84% with the highest/lowest score of 99% and 55% respectively out of 61 students enrolled through the end of the term. 100% of students (57 out of 57) who took all tests in this class and completed all homework assignments achieved CTEC certification of 70% or above. Students in this class achieved an average score of 92% on the California Form 540 comprehensive tax return assignment chosen for ACTG 067 SLO reflection analysis. The score revealed that the majority of students demonstrated practical knowledge of CA individual tax return preparation process.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Investing approximately 40-50 hours for ongoing website maintenance, CA 2013 renewal, and 2013 SLO final test development and tax law updates.</p> <p><b>Resource Request:</b> Investing approximately 40-50 hours for ongoing website maintenance, CA 2013 renewal, and 2013 SLO final test development and tax law updates.</p> <p>09/18/2012 - In the two sections where enrollment was 26 (01) and 21 (02) students, the average</p>	<p>10/13/2013 - Continue focusing class discussions on the most complex tax technical issues the students face while working on homework assignments in this course. Monitor tax law changes and timely update class website/content of the course. Winter 2013 participate in developing the 2013 SLO final exam. Update California portion of the class for 2013 California tax law changes.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>comprehensive Final Test score was 84% with the highest/lowest score of 97% and 62% respectively (01) and 75% with the highest/lowest score of 99% and 57% respectively (02).</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>09/18/2012 - Continue focusing class discussions on the most complex tax technical issues students face while working on homework assignments in this course.</p> <p>Monitor any tax law changes and update class website in a timely manner.</p> <p>Update the California portion of the class for the 2012 California tax law changes.</p>
<p>Department - Accounting (ACTG) - ACTG 67 - TAX ACCOUNTING - SLO 2 - Application - Demonstrate practical knowledge of income tax form preparation and tax compliance process as these relate to individuals (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Objective Questions Tax Form Assignment</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>10/19/2016 - Students in this class achieved an average score of 80% and 93% on the two California Form 540 comprehensive tax return assignments chosen for ACTG067 SLO reflection analysis. These score revealed that the majority of students demonstrated practical knowledge of CA individual tax return preparation process. In addition, average scores of 78%, 88%, 90% and 84% achieved on the four federal comprehensive tax return assignments offered in ACTG067 reflect a general upward grade trend and support the "majority students" conclusion for the SLO #2.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p>11/03/2014 - Average comprehensive Final Test score was 82% with the highest/lowest score of 99% and 45% respectively (out of 63 total students enrolled through the end of the term who took the final exam). 94 % students (59 out of 63) who took all tests in this class and completed all homework assignments achieved CTEC certification score of</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>70% or above.</p> <p>Students in this class achieved an average score of 82% on the two California Form 540 comprehensive tax return assignment chosen for ACTG067 SLO reflection analysis. The score revealed that the majority of students demonstrated practical knowledge of CA individual tax return preparation process. Although not chosen for the SLO analysis, four federal tax return and short answer assignments with average scores of 84%, 92%, 91% and 91% reflect a general upward grade trend and support the "majority" conclusion for the SLO #2.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>10/13/2013 - Investing approximately 40-50 hours for ongoing website maintenance, CA 2013 renewal, and 2013 SLO final test development and tax law updates.</p>
		<p>10/13/2013 - Average comprehensive Final Test score was 84% with the highest/lowest score of 99% and 55% respectively out of 61 students enrolled through the end of the term.</p> <p>100% of students (57 out of 57) who took all tests in this class and completed all homework assignments achieved CTEC certification of 70% or above.</p> <p>Students in this class achieved an average score of 92% on the California Form 540 comprehensive tax return assignment chosen for ACTG 067 SLO reflection analysis. The score revealed that the majority of students demonstrated practical knowledge of CA individual tax return preparation process.</p> <p>Although not chosen for the SLO analysis, four federal tax return and short answer assignments with average scores all greater than 80% shows a general grade trend that supports the majority conclusion for this SLO.</p> <p><b>Result:</b> Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b></p> <p>-Throughout the 2012-2013 year monitor any tax law changes and timely update class website / content of the course - In Winter 2013 quarter participate in developing the 2013 SLO final exam - In Winter 2013 quarter participate in updating California</p> <p>09/18/2012 - Students in both sections achieved an average score of 92% and on the California Form 540 comprehensive tax return assignment chosen for ACTG067 SLO reflection analysis. The score revealed that the majority of students demonstrated practical knowledge of CA individual tax return preparation process. Although not chosen for the SLO analysis, five federal comprehensive tax return assignments with average scores of 76%, 78%, 90%, 86%, 88% in section (01) and 82%, 83%, 89%, 90%, 91% in section (02) reflect the upward grade trend and support the ?majority? conclusion for the SLO #2.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>09/18/2012 - Continue focusing class discussions on the most complex tax technical issues students face while working on homework assignments in this course.</p> <p>Monitor any tax law changes and update the class website in a timely manner.</p> <p>Participate in updating the California portion of the class for any 2012 California tax law changes.</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Objective questions</p> <p><b>Assessment Method Type:</b> Tax Form Assignment</p> <p><b>Target for Success:</b> Exam - Course Test/Quiz</p> <p>Achieve score of 70% or better.</p>	<p>10/19/2016 - An average score achieved by 21 students who took final test in ACTG068A Spring 2016 class was 106 or 71%. In addition 13 students individually scored 70% or above. As a result these 13 students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p><b>Result:</b> Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Year This Assessment Occurred:</b> 2015-2016</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 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.)</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>NONE  E. SLO  NONE  F. The Assessment for the SLO  NONE  G. Other  NONE  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><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>forms covered in this class: Form 1120 Schedule M-1 and M-3, forms 1120, 1120S and 1041.</p> <p>2) Given the results of this assessment, describe what changes will be made, if any to the following:</p> <ul style="list-style-type: none"> <li>A. Content of course Continue utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on "how the IRS asks questions" topics.</li> <li>B. Teaching methods Develop "Weekly Participation" discussions to prepare students for topics in the homework assignments.</li> <li>C. Assignments None</li> <li>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) None</li> <li>E. SLO No changes</li> <li>F. The Assessment for the SLO None</li> <li>G. Other None</li> </ul> <p>3) Can you identify any resources you need to implement any suggested changes? Investing approximately 40-50 hours of module / practice test development time</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 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.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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 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).</p> <p>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> <ul style="list-style-type: none"> <li>A. Content of course Continue utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on "how the IRS asks questions" topics.</li> <li>B. Teaching methods Encourage students to participate in class discussions by offering participation points.</li> <li>C. Assignments NONE</li> <li>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) NONE</li> <li>E. SLO NONE</li> <li>F. The Assessment for the SLO NONE</li> <li>G. Other NONE</li> </ul> <p>3) Can you identify any resources you need to implement any suggested changes? Investing approximately 30-40 hours in module,</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>discussion points, and Form 1065 guidance worksheet development/update.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>10/13/2014 - 86% (12 out of total 14 students who took final test) in ACTG068A Fall 2013 class demonstrated a solid understanding of tax law fundamentals as they relate to Corporations and Fiduciaries. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p>15 students in this class who completed all five required tax form homework assignments achieved an average score of 84% with average scores for HW 1 – 6 of 90%, 79%, 83%, 77%, 83%, and 90% respectively. The score reveals that all students acquired a working knowledge of tax form preparation approach as it relates to multiple forms covered in this class: Form 1120 Schedule M-1 and M-3, forms 1120, 1120S and 1041.</p>	
		<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>10/13/2013 - 14 out of total 23 students (61%) who took final test in ACTG068A Spring 2013 class demonstrated a solid understanding of tax law fundamentals as they relate to Sole Proprietorships and Partnerships. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate</p>	<p>10/13/2013 - Continue utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on "how the IRS asks questions" topics.</p> <p>Encourage students to take more practice tests/quizzes by offering an extra credit opportunity</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>for SEE is 30% (IRS statistics). The average scores of 83% and 78% on the Quiz and the Midterm respectively were good indicators that the students had been capturing the material well. The level of difficulty on both tests was quite high.</p> <p>The average scores for four required tax form homework assignments were 83%, 87%, 95% and 91%. 85%. These scores reveal that the students in this class acquired a working knowledge of tax form preparation approach as it relates to multiple forms covered in this class: form 4562, Schedule A, B, C, D and E of form 1040 and Form 1065 and Schedule M-1.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p>09/18/2012 - 11 out of total 19 students who took final test in ACTG068A Fall 2011 class demonstrated a solid understanding of tax law fundamentals as they relate to Sole Proprietorships and Partnerships. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>09/18/2012 - Continue utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on "how the IRS asks questions" topics.</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><b>Assessment Method:</b> Objective Questions</p> <p>Tax Form Assignment</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	10/19/2016 - Students in this class who completed all four required tax form homework assignments achieved an average scores of 86%, 85%, 98% and 89% on HW1, HW2, HW3 and HW4 respectively. The scores reveal that all students	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>to sole proprietorships and partnerships. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Target for Success:</b> Achieve score of 70% or better.</p>	<p>acquired a working knowledge for tax form preparation as it relates to multiple forms covered in this class: form 4562, Schedule A, B, C, D and E of form 1040 and Form 1065 and Schedule M-1.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
		<p>10/13/2014 - 86% (12 out of total 14 students who took final test) in ACTG068A Fall 2013 class demonstrated a solid understanding of tax law fundamentals as they relate to Corporations and Fiduciaries. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p>15 students in this class who completed all five required tax form homework assignments achieved an average score of 84% with average scores for HW 1 – 6 of 90%, 79%, 83%, 77%, 83%, and 90% respectively. The score reveals that all students acquired a working knowledge of tax form preparation approach as it relates to multiple forms covered in this class: Form 1120 Schedule M-1 and M-3, forms 1120, 1120S and 1041.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
		<p>10/13/2013 - 14 out of total 23 students (61%) who took final test in ACTG068A Spring 2013 class demonstrated a solid understanding of tax law fundamentals as they relate to Sole Proprietorships and Partnerships. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA</p>	<p>10/13/2013 - Continue utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on "how the IRS asks questions" topics.</p> <p>Encourage students to take more practice tests/quizzes by offering an extra credit opportunity</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>(Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p>The average scores of 83% and 78% on the Quiz and the Midterm respectively were good indicators that the students had been capturing the material well. The level of difficulty on both tests was quite high.</p> <p>The average scores for four required tax form homework assignments were 83%, 87%, 95% and 91%. 85%. These scores reveal that the students in this class acquired a working knowledge of tax form preparation approach as it relates to multiple forms covered in this class: form 4562, Schedule A, B, C, D and E of form 1040 and Form 1065 and Schedule M-1.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p>09/18/2012 - 18 students in this class who completed all four required tax form homework assignments achieved an average score of 85%. The score reveals that all students acquired a working knowledge of tax form preparation approach as it relates to multiple forms covered in this class: form 4562, Schedule A, B, C, D and E of form 1040 and Form 1065 and Schedule M-1.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>09/18/2012 - Continue utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on "how the IRS asks questions" topics.</p>
Department - Accounting (ACTG) - ACTG 68B - ADVANCED TAX ACCOUNTING II - SLO 1 - Federal Income Tax Theory - Identify basics of Federal income tax law as	<p><b>Assessment Method:</b> Objective Questions Tax Form Assignment</p>	10/19/2016 - An average score achieved on the Comprehensive Final Test in ACTG068B Winter 2016 class was 73%. This score demonstrated that students in this class achieved a solid	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>it relates to Corporations and Fiduciaries. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Scores of 70% or higher.</p>	<p>understanding of income tax law fundamentals as they relate to Corporations and Fiduciaries. 14 out of total 23 students in ACTG068B Winter 2016 class achieved at least 70% score on the Comprehensive Final Test. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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> <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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>10/13/2014 - 86% (12 out of total 14 students who took final test) in ACTG068B Winter 2014 class demonstrated a solid understanding of tax law fundamentals as they relate to Corporations and Fiduciaries. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>15 students in this class who completed all five required tax form homework assignments achieved an average score of 84% with average scores for HW 1 – 6 of 90%, 79%, 83%, 77%, 83%, and 90% respectively. The score reveals that all students acquired a working knowledge of tax form preparation approach as it relates to multiple forms covered in this class: Form 1120 Schedule M-1 and M-3, forms 1120, 1120S and 1041.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>10/13/2013 - Continue utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on "how the IRS asks questions" topics.</p> <p>Encourage students to take more practice tests/quizzes by offering an extra credit opportunity</p>
		<p>10/13/2013 - 52% (14 out of total 27 students who took final test) in ACTG068B Winter 2013 class demonstrated a solid understanding of tax law fundamentals as they relate to Corporations and Fiduciaries. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p>27 students in this class who completed all five required tax form homework assignments achieved an average score of 89% with average scores for HW 1 – 5 of 88%, 91%, 87%, 84%, 95% respectively. The score reveals that all students acquired a working knowledge of tax form preparation approach as it relates to multiple forms covered in this class: Form 1120 Schedule M-1 and M-3, forms 1120, 1120S and 1041.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>04/09/2013 - 52% (14 out of total 27 students who took final test) in ACTG068B Winter 2013 class demonstrated a solid understanding of tax law fundamentals as they relate to Corporations and Fiduciaries. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p>27 students in this class who completed all five required tax form homework assignments achieved an average score of 89% with average scores for HW 1 – 5 of 88%, 91%, 87%, 84%, 95% respectively. The score reveals that all students acquired a working knowledge of tax form preparation approach as it relates to multiple forms covered in this class: Form 1120 Schedule M-1 and M-3, forms 1120, 1120S and 1041.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>04/09/2013 - Given the results of this assessment, describe what changes will be made, if any to the following:</p> <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 take more practice tests/quizzes by offering an extra credit opportunity</p> <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>09/21/2012 - 11 out of total 19 students who took final test in ACTG068A Fall 2011 class demonstrated a solid understanding of tax law fundamentals as they relate to Corporations and Fiduciaries. As a result these students achieved a</p>	<p>04/09/2013 - 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>passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</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 take more practice tests/quizzes by offering an extra credit opportunity</p> <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>04/09/2013 - 52% (14 out of total 27 students who took final test) in ACTG068B Winter 2013 class demonstrated a solid understanding of tax law fundamentals as they relate to Corporations and Fiduciaries. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			<p>simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p>27 students in this class who completed all five required tax form homework assignments achieved an average score of 89% with average scores for HW 1 – 5 of 88%, 91%, 87%, 84%, 95% respectively. The score reveals that all students acquired a working knowledge of tax form preparation approach as it relates to multiple forms covered in this class: Form 1120 Schedule M-1 and M-3, forms 1120, 1120S and 1041.</p>
			<p>09/21/2012 - Continue utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on 'how the IRS asks questions' topics.</p> <p>Encourage students to take more practice tests/quizzes by offering an extra credit opportunity</p>
<p>Department - Accounting (ACTG) - ACTG 68B - ADVANCED TAX ACCOUNTING II - SLO 2 - Application - Demonstrate practical knowledge of income tax form preparation and tax compliance process as these relate to corporations and fiduciaries. (Created By Department - Accounting (ACTG))</p>	<p><b>Assessment Method:</b> Objective Questions Tax Form Assignment</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>		<p>10/19/2016 - Students in this class who completed all 4 required homework assignments achieved an average score of 93% with average scores for HW 1 – 4 of 97%, 95%, 93% and 102% respectively.</p> <p>These scores reveal that all students in this class acquired a working knowledge of federal tax form preparation technique as it relates to multiple forms covered in this class: Form 1120 Schedule</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active		<p>M-1 and M-3, forms 1120, 1120S and 1041.</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2015-2016</p>	
		<p>10/13/2014 - 86% (12 out of total 14 students who took final test) in ACTG068B Winter 2014 class demonstrated a solid understanding of tax law fundamentals as they relate to Corporations and Fiduciaries. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p>15 students in this class who completed all five required tax form homework assignments achieved an average score of 84% with average scores for HW 1 – 6 of 90%, 79%, 83%, 77%, 83%, and 90% respectively. The score reveals that all students acquired a working knowledge of tax form preparation approach as it relates to multiple forms covered in this class: Form 1120 Schedule M-1 and M-3, forms 1120, 1120S and 1041.</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2013-2014</p> <p>10/13/2013 - 52% (14 out of total 27 students who took final test) in ACTG068B Winter 2013 class demonstrated a solid understanding of tax law fundamentals as they relate to Corporations and Fiduciaries. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p>27 students in this class who completed all five</p>	<p>10/13/2013 - Continue utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on "how the IRS asks questions" topics.</p> <p>Encourage students to take more practice tests/quizzes by offering an extra credit opportunity</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>required tax form homework assignments achieved an average score of 89% with average scores for HW 1 – 5 of 88%, 91%, 87%, 84%, 95% respectively. The score reveals that all students acquired a working knowledge of tax form preparation approach as it relates to multiple forms covered in this class: Form 1120 Schedule M-1 and M-3, forms 1120, 1120S and 1041.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p>09/21/2012 - 18 students in this class who completed all four required tax form homework assignments achieved an average score of 85%. 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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>09/21/2012 - Continue utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on 'how the IRS asks questions' topics. Encourage students to take more practice tests/quizzes by offering an extra credit opportunity</p>
<p>Department - Accounting (ACTG) - ACTG 68C - ADVANCED TAX ACCOUNTING III - SLO 1 - SEE - Achieve passing SEE score of 70% (may slightly deviate as the "scaled scoring" grading system is currently used by the SEE facilitator) while demonstrating a solid understanding of fundamentals of Federal income tax law as it relates to Sole Proprietorships and Partnerships. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Objective Questions Tax Form Assignment</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Score of 70% or better.</p>	<p>10/16/2016 - Mayer: Average comprehensive Final Test score was 78% with the highest/lowest score of 100% and 25% respectively (including 4 students who failed the course); excluding the 4 students who failed (discussed below), the final exam average is 90%.</p> <p>Of 25 students, 23 demonstrated a clear commitment to participation, diligence in completing homework, etc. Of the 23 students who demonstrated engagement, the final exam average is 85% and 20 of those students earned a B- or greater in the class. Of the remaining 3</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>students, 1 student earned a C and the remaining 2 students performed at below average level throughout the class and ultimately both failed the class. 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> Investing approximately 20-40 hours for ongoing website maintenance/Canvas website conversion and 2017 Spring Quarter development and tax law updates.</p> <p>10/17/2015 - Objective Short-Answer Questions – narrative and calculation based, True-False &amp; Multiple Choice Questions drawn from past SEE Exams.</p> <p>-----</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings.</p> <p>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>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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> <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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>10/13/2014 - 17 out of total 18 students who took final test in ACTG068A Spring 2014 class demonstrated a solid understanding of tax law fundamentals as they relate to Sole Proprietorships and Partnerships. As a result</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p>Students in this class who completed all four required tax form homework assignments achieved an average score of 91%. The score reveals that all students acquired a working knowledge of tax form preparation approach as it relates to multiple forms covered in this class: form 4562, Schedule A, B, C, D and E of form 1040 and Form 1065 and Schedule M-1.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>12/08/2013 - Average comprehensive Final Test score was 90% with the highest/lowest score of 100% and 76% respectively. 100 % students (28 out of 28) who took all tests in this class and completed all homework assignments achieved a class grade of at least 80%.</p> <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,</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>exams, papers, etc.)</p> <p>NONE</p> <p>E. SLO</p> <p>NONE</p> <p>F. The Assessment for the SLO</p> <p>NONE</p> <p>G. Other</p> <p>-Throughout the 2013-2014 year monitor any tax law changes and timely update class website / content of the course</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Investing approximately 20-40 hours for ongoing website maintenance and 2014 Spring Quarter development and tax law updates.</p>	<p>09/21/2012 - 11 out of total 19 students who took final test demonstrated a solid understanding of tax administration, procedure and review of the enrolled agents exam. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p>09/21/2012 - Continue utilizing weekly class discussion forums to enhance students? test taking skills with emphasis on ?how the IRS asks questions? topics.</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	<p><b>Assessment Method:</b> Objective Questions</p> <p>Tax Form Assignment</p> <p><b>Assessment Method Type:</b></p>	10/16/2016 - Mayer: Average comprehensive Final Test score was 78% with the highest/lowest score of 100% and 25% respectively (including 4 students who failed the course); excluding the 4 students who failed (discussed below), the final	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>to sole proprietorships and partnerships. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Score of 70% or better</p>	<p>exam average is 90%. Of 25 students, 23 demonstrated a clear commitment to participation, diligence in completing homework, etc. Of the 23 students who demonstrated engagement, the final exam average is 85% and 20 of those students earned a B- or greater in the class. Of the remaining 3 students, 1 student earned a C and the remaining 2 students performed at below average level throughout the class and ultimately both failed the class. 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
		<p>10/13/2014 - 17 out of total 18 students who took final test in ACTG068A Spring 2014 class demonstrated a solid understanding of tax law fundamentals as they relate to Sole Proprietorships and Partnerships. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive Test designed as a simulation of actual SEE aka EA (Enrolled Agent) exam. An average passing rate for SEE is 30% (IRS statistics).</p> <p>Students in this class who completed all four required tax form homework assignments achieved an average score of 91%. The score reveals that all students acquired a working knowledge of tax form preparation approach as it relates to multiple forms covered in this class: form 4562, Schedule A, B, C, D and E of form 1040 and Form 1065 and Schedule M-1.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>12/08/2013 - Average comprehensive Final Test score was 90% with the highest/lowest score of 100% and 76% respectively.</p> <p>100 % students (28 out of 28) who took all tests in this class and completed all homework assignments achieved a class grade of at least 80%.</p> <p>2) Given the results of this assessment, describe what changes will be made, if any to the following:</p> <p>A. Content of course</p> <p>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</p> <p>NONE</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>NONE</p> <p>F. The Assessment for the SLO</p> <p>NONE</p> <p>G. Other</p> <p>-Throughout the 2013-2014 year monitor any tax law changes and timely update class website / content of the course</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Investing approximately 20-40 hours for ongoing website maintenance and 2014 Spring Quarter development and tax law updates.</p>	<p>09/21/2012 - 18 students in this class who completed all four required tax form homework</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>assignments achieved an average score of 85%. The score reveals that all students acquired a working knowledge of tax form preparation approach as it relates to multiple forms covered in this class: form 4562, Schedule A, B, C, D and E of form 1040 and Form 1065 and Schedule M-1.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>09/21/2012 - Continue utilizing weekly class discussion forums to enhance students' test taking skills with emphasis on 'how the IRS asks questions' topics.</p> <p>Encourage students to take more practice tests/quizzes by offering an extra credit opportunity</p>
<p>Department - Accounting (ACTG) - ACTG 75 - ACCOUNTING FOR GOVERNMENT &amp; 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><b>Start Date:</b> 09/19/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Summative final assessment delivered in AT&amp;S in Etudes. 60 questions, random draw from all Unit Learning Objectives. Score displayed after manual release.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> A score of 70% or better.</p>	<p>10/05/2016 - The mid-terms and the Final have questions testing the students' accounting calculations and theories. The results of all quiz and exams (1 quiz, 2 midterm exams, and the final exam) with an average overall percentage of 89% for all 8 classes (2 classes for each of the 4 quarters) indicate students' understanding and ability to use appropriate methods and/or procedures to solve problems.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>10/13/2014 - Final exam average of 90% indicates students achieved success in performing pertinent accounting calculations to solve for Governmental and Not-for-Profit problems.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>10/13/2013 - The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 84.6% representing students' understanding of auditing terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Accounting for Government &amp; Not-for-Profit is a challenging course for a variety a reasons. One such reason is that the textbook can become "outdated" quickly as new GASB pronouncements are issued. Another reason is that there is a lot of subject</p> <p><b>Resource Request:</b> Accounting for Government &amp; Not-for-Profit is a challenging course for a variety a reasons. One such reason is that the textbook can become "outdated" quickly as new GASB pronouncements are issued. Another reason is that there is a lot of subject</p>	<p>10/13/2013 - Based on the 86% result (exams and all assignments), no change appears to be needed. Continue with current teaching methods.</p> <p>Continue with the current assignments. This includes questions and problems associated with the material covered in the text. Students turn in these assignments by a due date and are then graded for accuracy or completeness.</p> <p>Course evaluation procedures (e.g., quizzes, exams, papers, etc.). Continue to evaluate with midterms and comprehensive final exam.</p>
		<p>09/18/2012 - ULO: %&gt;=70%, %&gt;=80% ULO 3: Budgeting &amp; Control, 100%, 100% ULO 4: Recognizing Revenues in Governmental Funds, 100%, 100% ULO 5: Recognizing Expenditures in Governmental Funds, 100%, 67% ULO 6: Accounting for Capital Projects &amp; Debt</p>	<p>09/18/2012 - More problem solving and additional instruction in modules for Colleges &amp; Universities, Health Care Providers and expenditures in governmental funds.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Service, 50%, 0%</p> <p>ULO 7: Capital Assets &amp; Investments in Marketable Securities, 100%, 100%</p> <p>ULO 8: Long-term Obligations, 100%, 100%</p> <p>ULO 9: Business-type Activities, 100%, 100%</p> <p>ULO 10: Fiduciary Funds &amp; Permanent Funds, 100%, 100%</p> <p>ULO 12: Not-for-Profit Organizations, 100%, 80%</p> <p>ULO 13: Colleges and Universities, 50%, 25%</p> <p>ULO 14: Health Care Providers , 40%, 40%</p> <p>Average for SLO - 78%, 63%</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Accounting (ACTG) - ACTG 75 - ACCOUNTING FOR GOVERNMENT &amp; NOT-FOR-PROFIT - SLO 1: Theory - Explain Governmental and Not-For-Profit accounting terminology, concepts, frameworks, and procedures. (Created By Department - Accounting (ACTG))</p> <p><b>Start Date:</b> 09/19/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Summative final assessment delivered in AT&amp;S in Etudes. 60 questions, random draw from all Unit Learning Objectives. Score displayed after manual release.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> A score of 70% or better.</p>	<p>10/05/2016 - The students have worked hard on the homework assignments that guided them through the understanding of reading the financial statements for government entities and NFPs. The Quiz and mid terms are all having high scores over 80%. Just the final exam itself for the 4 quarters (8 classes altogether) have an average overall percentage of 88% which indicate students' understanding and knowledge in Governmental and Not-For-Profit accounting theory.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016</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 knowledge in Governmental and Not-For-Profit accounting theory.</p> <p><b>Result:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>10/13/2014 - Final exam shows an average of 90%, indicating students achieved target in applying the concepts and theories of Governmental and Not for Profit accounting.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>10/13/2013 - The results of exams(1 quiz, 2 midterm exams, and final exam) indicates an average overall percentage of 84.6% representing students' understanding of auditing terminology, concepts, principles, and frameworks. Students' understanding also includes their ability to perform related calculations and the ability to use methods and procedures to solve auditing problems.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>10/13/2013 - Accounting for Government &amp; Not-for-Profit is a challenging course for a variety of reasons. One such reason is that the textbook can become "outdated" quickly as new GASB pronouncements are issued. Another reason is that there is a lot of subject matter that needs to be covered in the term and the material can be challenging. I believe it's important to evaluate the text used for the course periodically and compare it to other products offered by different publishers.</p>
		<p>09/18/2012 - ULO: %&gt;=70%, %&gt;=80%</p> <p>ULO 1: The Government &amp; Not-for-Profit Environment, 100%, 100%</p> <p>ULO 2: Fund Accounting, 100%, 100%</p> <p>ULO 3: Budgeting &amp; Control, 100%, 100%</p> <p>ULO 4: Recognizing Revenues in Governmental Funds, 100%, 100%</p> <p>ULO 5: Recognizing Expenditures in Governmental Funds, 100%, 0%</p> <p>ULO 6: Accounting for Capital Projects &amp; Debt Service, N/A</p> <p>ULO 7: Capital Assets &amp; Investments in</p>	<p>09/18/2012 - Students became very comfortable with the theoretical aspects of the course, especially the governmental section as the course progressed. However, once the course shifted gears to not-for-profit, their scores decreased. More time to be spent on not-for-profit concepts in particular as they relate to universities and college.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Marketable Securities,100%, 100%          ULO 8: Long-term Obligations, 100%, 100%          ULO 9: Business-type Activities, 100%, 50%          ULO 10: Fiduciary Funds &amp; Permanent Funds, 100%, 100%          ULO 11: Issues of Reporting, Disclosure &amp; Financial Analysis,89%, 56%          ULO 12: Not-for-Profit Organizations, 100%, 67%          ULO 13: Colleges and Universities, 50%, 50%          ULO 14: Health Care Providers , 100%, 100%</p> <p>Overall on SLO - 92%, 76%</p> <p><b>Result:</b>          Target Met</p> <p><b>Year This Assessment Occurred:</b>  <u>2011-2012</u></p>	
<p>Department - Accounting (ACTG) - ACTG 76 <b>Assessment Method:</b>          - ETHICS IN ACCOUNTING - SLO: 1 Theory Papers regarding the function of ethics          - Explain the function of ethics as it relates to related to accounting issues the accounting profession. (Created By Department - Accounting (ACTG))</p> <p><b>Course-Level SLO Status:</b>          Active</p>	<p><b>Assessment Method Type:</b>          Research Paper</p>	<p>10/14/2016 - Two research papers were given to address SLO-1. These term papers targeted the theory of ethics in accounting. The students were required to write the research papers that were related to the material covered in the entire course up to that point. The subject matters were not hypothetical, but involved actual events that exhibit unethical behavior. The students, therefore, had access to many secondary sources, but were nevertheless required to do their own 'autopsy' of economic deaths caused by massive ethical failures. The subject of one paper was the demise of Arthur Andersen, and the other was in regard to the 2008 subprime mortgage crisis. The grading was based on each student's (i) thought process and originality and (ii) understanding of the subject matters. Although the number of 'points' varied in each paper, the average grade across the board was about 85%.</p> <p><b>Result:</b>          Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2015-2016</p> <p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>10/13/2014 - Two case study/research papers were assigned covering different accounting ethics issues. Success rate for students papers were 89% and 82% respectively.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - Accounting (ACTG) - ACTG 76</p> <p>- ETHICS IN ACCOUNTING - SLO: 2</p> <p>Application - Apply the AICPA Code of Professional Conduct, IRS rules and GAAP to ethical dilemmas faced by CPAs in practice.</p> <p>(Created By Department - Accounting (ACTG))</p> <p><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Combination essay exams/multiple choice</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% or better</p>	<p>10/14/2016 - Homework assignments were given every week, except for the first week, the weeks of three exams and two research papers. Homework assignments and exams were combination of essays and randomly-drawn multiple-choice questions, which were given to address the SLO-2 subjects for that week and prior weeks. In addition, the students were required to participate in discussion forums designed to address SLO-2 in practical dilemmas, sometimes (but not always) based on actual events. The students achieved an average grade of 90% (between 89% - 93% for different classes).</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>10/13/2014 - Three exams (two mid-terms and a final exam) were administered. They were made up of a combination of summative essay questions and multiple choice questions. Students scored 88%, 80% and 79% respectively.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	

# 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
<p>Program (BSS-ACTG) - Accounting AA/CA</p> <p>- 1 - Theory - Graduates will be able to explain accounting terminology, concepts, principles, and frameworks.</p> <p><b>Year PL-SLO implemented:</b> End of Quarter</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b></p> <p>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).</p> <p>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</p>	<p>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).</p> <p>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.</p> <p>-----</p> <p>-----</p> <p>SUMMATIVE ASSESSMENTS (Comprehensive Final Exam)</p> <p>-----</p> <p>-----</p> <p>Actg 1B: application problems - Fall 2011: 85% success rate</p> <p>Actg 1B: application problems - Winter 2012: 87%</p>	

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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<b>Resource Request:</b> More calculators would be helpful.	
<p>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.</p> <p><b>Year PL-SLO implemented:</b>            End of Quarter</p> <p><b>SLO Status:</b>            Active</p>	<p><b>Assessment Method:</b>            This PLO will be assessed by objective-type assessments in the form of formative and/or summative quizzes on a per unit (i.e. chapter) basis. Problem-Questions (cognition level 3-4) developed/selected by department lead for each course and/or by his/her delegate. 5 questions minimum per each hour of instruction (i.e. 25 questions for 5-hr week of instruction - Accounting Industry Standard), covering all learning objectives in each chapter (combined minimum for PLO-1 and PLO-2 together).</p> <p>Alternatively, instructors can opt to include embedded-departmental-questions in their summative assessments (exams). Questions developed/selected by department lead for each course and/or by his/her delegate. A minimum of 50% of assessment (exams), normally 1 hour, will include departmental questions (combined minimum for PLO-1 and PLO-2 together).</p> <p>Second alternative, instructors can opt to assign problem-solving tasks either manually or in excel-format on a per unit (chapter) basis or in their summative assessments (exams). Evaluation to be done via a pre-defined scoring rubric. At least 1 comprehensive problem per chapter should be assessed, if alternative applied on a per chapter basis (formative). If applied in summative assessment (exams), at least 50% of the exam must include comprehensive problems.</p>	<p>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).</p> <p>-----</p> <p>-----</p> <p><b>SUMMATIVE ASSESSMENTS (Comprehensive Final Exam)</b></p> <p>-----</p> <p>-----</p> <p>Actg 1B: application problems - Fall 2011: 85% success rate</p> <p>Actg 1B: application problems - Winter 2012: 87% 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><b>FORMATIVE ASSESSMENTS (Per Chapter Quizzes)</b></p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Assessment Method Type:</b> Departmental Questions</p> <p><b>Target:</b> 70% of learners will score at the 70% level, as predefined in the scoring rubric.</p>	<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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> <u>2011-2012</u></p>	