

Assessment: Course Four Column

FALL 2015



El Camino: Course SLOs (BUS) - Accounting

ECC: BUS 1A:Financial Accounting

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #2 Problem Solving - Solve a comprehensive accounting problem that involves preparation of 3 of the 4 basic financial statements, which include the balance sheet, the income statement, and the statement of retained earnings.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/12/2013</p>	<p>Project - The students are given a comprehensive problem where they must journalize transactions, post them to a ledger, and prepare multiple trial balances standard month-end accounting statements. Standard and Target for Success: It is expected that a minimum of 75% of the students will score at least satisfactorily (70% or higher) on this SLO. See below for rubric/definition of satisfactory. Excellent: $\geq 90\%$ Good: $\geq 80\%$ and $< 90\%$ Satisfactory: $\geq 70\%$ and $< 80\%$ Unsatisfactory: $\geq 60\%$ and $< 70\%$ Failing: $< 60\%$</p> <p>Project - A project using Excel that required students to complete all parts of the accounting cycle. Standard and Target for Success: It is expected that 70% of students completing the comprehensive problem will score 70% or above on</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met A sample was taken from five instructors with a total of 11 class sections. The results are as follows: Number of students who completed the comprehensive accounting cycle problem. (NOTE: If no comprehensive accounting problem is given, utilize the overall class final grades). 221 Number of students with a grade of 70% or above. 207 94% Number of students with a grade below 70%. 20 6% Mean grade. 81 Median grade. 88 (03/04/2015) Faculty Assessment Leader: K. Hull Faculty Contributing to Assessment: Norbert Maler, Phil Lau, Kurt Hull, Liz Jennison, Randy Harris, Arnold Blanshard Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met The scores from three instructors and five sections were tabulated, and the results are as follows: # of students completing the project 177</p>	<p>Action: Standardize policy on comprehensive accounting problem amongst all classes. For example – individual vs. group activity, in-class vs. take-home, etc. (Faculty). (12/10/2015) Action Category: Teaching Strategies</p> <p>Action: Replace textbook with a modern, up to date text that includes robust online resources. (Faculty) (08/26/2015) Action Category: Teaching Strategies</p> <p>Action: Standardize policy on comprehensive accounting problem amongst all classes. For example – all classes use the same problem, in-class vs. take-home, etc. (09/15/2016) Action Category: Teaching</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	this SLO.	# of scores above 70% 144 percent above 70% 81% mean of means, all sections 80% This data is clearly indicative of success, and we believe can be extrapolated to the larger population of students completing the project in Business 1A. (01/27/2016) Faculty Assessment Leader: K. Hull Faculty Contributing to Assessment: N. Maler, K. Hull, E. Jennison, P. Koch	Strategies

ECC: BUS 2A:Intermediate Accounting

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Analyzing and Preparation - Analyze transactions, prepare journal entries recording those transactions, and prepare Balance Sheets, Income Statements, Statements of Changes in Stockholders' Equity.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/12/2013</p>	<p>Exam/Test/Quiz - Course mid-term #2 exam – assesses the student's ability to analyze transactions, prepare journal entries recording those transactions, and prepare Balance Sheets, Income Statements, Statements of Changes in Stockholders' Equity.</p> <p>Standard and Target for Success: It is expected that 80% of students will score at least Satisfactory (70% or above) on this SLO. See below for rubric/ definition of Satisfaction.</p> <p>Above Average: 80-100% Satisfactory: 70-80% Below Average: <70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Not Met Total Student Count: 32 (100%) Above Average – 14 (44%) Satisfactory – 6 (19%) Below Average – 12 (37%)</p> <p>It was noted that 63% of the class completed the final (assessment method) with either satisfactory or above average results. Twelve (37%) of the students fell below average. The standard was not met. The assessment results fell well below our expectations. The standard was not met due to the following reasons:</p> <p>A) No time restrictions between completion of Business 1A/1B series and Business 2A enrollment. Students who waited longer than 2 years after completion of 1A/1B to take 2A, had to work much harder in this class. Their basic accounting skills were 'rusty' and as a result, their ability to learn intermediate accounting skills suffered. The majority of the students who did not meet the standard waited many years after completion of 1A/1B to enroll in the intermediate course. This was noted during the prior year assessments (Fall 2013 and Fall 2014), although it was much more prevalent during the Fall 2014 semester. This has been an issue since I have started teaching this course, and I don't believe it will go away our prerequisite rules. Many of the students who enroll in this class are individuals who are return students after being in the job market for many years. Naturally, much time has passed since their Business 1A/ 1B completion. Changing our prerequisite rules (time restriction) would hurt enrollment and ultimately may result in class cancellation.</p> <p>B) Student Pool/ Mixed Institutions Every semester brings a different pool of students, this goes without say. This particular class appeared to be a group of students who were quite weak in the area of accounting basics. Many students expressed that the institutions at</p>	<p>Action: Enhance the current textbook interactive software technology and provide students with extra support in their studies through voluntary software technology reviews. (11/01/2016) Action Category: Teaching Strategies</p>

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		<p>which they completed their Business 1A/ 1B equivalent did not introduce them to some basic accounting knowledge (financial statement completion/ comprehension). (12/21/2015)</p> <p>Faculty Assessment Leader: A. Milosevic</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>Total Student Count: 40 (100%)</p> <p>Above Average – 19 (47.5%)</p> <p>Satisfactory – 5 (12.5%)</p> <p>Below Average – 16 (40%)</p> <p>It was noted that 60% of the class completed the final (assessment method) with either satisfactory or above average results. Sixteen (40%) of the students fell below average. The standard was not met.</p> <p>The assessment results fell well below our expectations. The standard was not met due to the following reasons:</p> <p>A) No time restrictions between completion of Business 1A/1B series and Business 2A enrollment. Students who waited longer than 2 years after completion of 1A/1B to take 2A, had to work much harder in this class. Their basic accounting skills were ‘rusty’ and as a result, their ability to learn intermediate accounting skills suffered. The majority of the students who did not meet the standard waited many years after completion of 1A/1B to enroll in the intermediate course. This was noted during the prior year assessment (Fall 2013), although it was much more prevalent during the Fall 2014 semester.</p> <p>B) Student Pool/ Mixed Institutions</p> <p>Every semester brings a different pool of students, this goes without say. This particular class appeared to be a group of students who were quite weak in the area of accounting basics. Many students expressed that the institutions at which they completed their Business 1A/ 1B equivalent did not introduce them to some basic accounting knowledge (financial statement completion/ comprehension).</p> <p>(01/15/2015)</p> <p>Faculty Assessment Leader: A. Milosevic</p>	<p>Action: New textbook with inclusion of interactive software technology (01/15/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: It was determined during the Fall 2013 assessment (class is only offered during the Fall semester), that curriculum and/ or program college support was necessary to improve student success in this class. Although the standard was met in Fall 2013, I concluded that a time prerequisite would be appropriate for this class. In order to improve success rates and the overall teaching approach, I was interested in implementing a requirement in which a student must have completed the Business 1A/1B series no longer than 2 academic years prior to enrollment in the Business 2A/2B series. This would eliminate information retention issues that we see in every Business 2A class. If the basic accounting skills are ‘fresh’ in their minds, success rates would improve in Business 2A. After much analysis and discussion with colleagues and division leaders, it was determined that this would</p>

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			<p>greatly hurt enrollment, and ultimately, might result in class cancellation. This is because many of the students who enroll in this class are individuals who are return students after being in the job market for many years. Naturally, much time has passed since their Business 1A/ 1B completion.</p> <p>As such, we passed on last year's action plan and have decided to implement a new version of the current text. The new version will include new computer technologies that will be given to the student as part of the class assignments. It will function as a required homework assignment. This program is an interactive, student specific practice guide which will greatly improve and/or refresh basic accounting skills. The publishers of this text/ program have demonstrated its success to me and I believe it will be an enormous help upon implementation.</p> <p>This will be implemented as soon as this class is offered again (Fall 2015). (02/05/2015)</p> <p>Follow-Up: New textbook with inclusion of interactive software technology (02/05/2015)</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Met</p> <p>Total Student Count: 43(100%)</p>	<p>Action: See above under Curriculum Changes (11/01/2014)</p> <p>Action Category: Program/College Support</p>

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		<p>Above Average – 28 (65%) Satisfactory – 11 (26%) Below Average – 4 (9%)</p> <p>It was noted that 91% of the class completed the final (assessment method) with either satisfactory or above average results. Only 4 (9%) of the students fell below average. The standard was met.</p> <p>One item to note is that we may want to consider setting restrictions on enrollment based on Business 1A/ Business 1B completion. For example, a student should only have the ability to enroll in Intermediate Accounting (Business 2A/ Business 2B) if they have successfully completed the 1A/1B series in the last two years. Although the standards were met (assessment was successful), it was noted that the students who waited longer than 2 years after completion of 1A/1B to take 2A, had to work much harder in this class. Their basic accounting skills were 'rusty' and as a result, their ability to learn intermediate accounting skills suffered. The majority of the students who did not meet the standard waited many years after completion of 1A/1B to enroll in the intermediate course. (12/13/2013)</p> <p>Faculty Assessment Leader: Ana Milosevic</p>	<p>Action: Pre-requisites may need to be altered/ added. (11/01/2014)</p> <p>Action Category: Curriculum Changes</p>

ECC: BUS 5A:Income Tax Accounting

Course SLOs	Assessment Method Description	Results	Actions
SLO #2 Schedule C - Prepare a correct Schedule C including the necessary forms and schedules. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/12/2013	Exam/Test/Quiz - Students were given a comprehensive problem that evaluates the students ability to complete form Schedule C Profit and Loss of Business. Standard and Target for Success: The students will be graded on the follow Rubric: A: 90% to 100% B: 80% to 89.99% C: 70% to 79.99% D: 60% to 69.99% F: 0 to 59.99% "It is expected that 80% of students will score C or above on this SLO."	Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met GRADE A B C D F CP. 1-12 20% 72% 4% 3% 1% C or Better 96%	Action: Change the SLO to combine the 1040, Schedule C and Schedule D as one (12/01/2018) Action Category: SLO/PLO Assessment Process
		27 students out of 30 students scored 80% or better. I allowed the students to review their work with me in a progressive manner. Feedbacks are given to ascertain and identify the cause for their mistakes. (12/23/2015) Faculty Assessment Leader: A. Blanshard	Action: Use more Practice exercise and allow the for gradual assessment (12/01/2016) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Standard Met? : Standard Met GRADE A B C D F CP. 1-12 28% 37% 21% 14% 0 C OR BETTER 86%	Action: Implement group project to account for 25% of the total assessment (12/01/2016) Action Category: SLO/PLO Assessment Process
		Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Standard Met? : Standard Met GRADE A B C D F CP. 1-12 28% 37% 21% 14% 0 C OR BETTER 86%	Action: Implement group project to account for 25% of the total assessment (09/01/2014) Action Category: SLO Assessment Process
		25 students out of 29 students scored 80% or better. I allowed the students to review their work with me in a progressive manner. Feedbacks are given to ascertain and identify the cause for their mistakes. (12/23/2013) Faculty Assessment Leader: Arnold J. Blanshard	Action: Change the SLO to combine the 1040, Schedule C and Schedule D as one (09/01/2014) Action Category: SLO Assessment Process
			Action: Use more Practice exercise and allow the for gradual assessment (09/01/2014) Action Category: Teaching Strategies