

# Assessment: Course Four Column

Fall 2018



## El Camino: Course SLOs (BUS) - Accounting

### ECC: BUS 1A:Financial Accounting

Course SLOs	Assessment Method Description	Results	Actions												
<p><b>SLO #2 Problem Solving</b> - 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><b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2015-16 (Fall 2015), 2018-19 (Fall 2018) <b>Input Date:</b> 11/12/2013</p>	<p><b>Project</b> - 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.</p> <p><b>Standard and Target for Success:</b> 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.</p> <p>Excellent: &gt;= 90% Good: &gt;= 80% and &lt; 90% Satisfactory: &gt;= 70% and &lt; 80%% Unsatisfactory: &gt;= 60% and &lt; 70% Failing: &lt; 60%</p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Standard Met?</b> : Standard Met</p> <p>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</p> <table><tr><td>Number of students with a grade of 70% or above.</td><td>207</td><td>94%</td></tr><tr><td>Number of students with a grade below 70%.</td><td>20</td><td>6%</td></tr><tr><td>Mean grade.</td><td>81</td><td></td></tr><tr><td>Median grade.</td><td>88</td><td></td></tr></table> <p>(03/04/2015) <b>Faculty Assessment Leader:</b> K. Hull <b>Faculty Contributing to Assessment:</b> Norbert Maler, Phil Lau, Kurt Hull, Liz Jennison, Randy Harris, Arnold Blanshard</p>	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		<p><b>Action:</b> 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) <b>Action Category:</b> Teaching Strategies</p> <p><b>Follow-Up:</b> The new common assessment exam removes the need for this action plan. The common assessment is now used to assess all SLOs. (03/21/2018)</p> <hr/> <p><b>Action:</b> Replace textbook with a modern, up to date text that includes robust online resources. (Faculty) (08/26/2015) <b>Action Category:</b> Teaching Strategies</p> <p><b>Follow-Up:</b> We replaced with textbook in 2016. The new Wild text has the abundant resources we were seeking. Action completed. (03/21/2018)</p>
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	<p><b>Project</b> - A project using Excel that</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall</p>	<p><b>Action:</b> Standardize policy on</p>												

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	<p>required students to complete all parts of the accounting cycle.</p> <p><b>Standard and Target for Success:</b> It is expected that 70% of students completing the comprehensive problem will score 70% or above on this SLO.</p>	<p>2015)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>The scores from three instructors and five sections were tabulated, and the results are as follows:</p> <table><tr><td># of students completing the project</td><td>177</td></tr><tr><td># of scores above 70%</td><td>144</td></tr><tr><td>percent above 70%</td><td>81%</td></tr><tr><td>mean of means, all sections</td><td>80%</td></tr></table> <p>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)</p> <p><b>Faculty Assessment Leader:</b> K. Hull</p> <p><b>Faculty Contributing to Assessment:</b> N. Maler, K. Hull, E. Jennison, P. Koch</p>	# of students completing the project	177	# of scores above 70%	144	percent above 70%	81%	mean of means, all sections	80%	<p>comprehensive accounting problem amongst all classes. For example – all classes use the same problem, in-class vs. take-home, etc. (09/15/2016)</p> <p><b>Action Category:</b> Teaching Strategies</p> <p><b>Follow-Up:</b> Action no longer necessary, as all SLOs are now assessed using the common assessment test. (03/21/2018)</p>																															
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	<p><b>Multiple Assessments</b> - The instructors administered a common assessment test covering all chapters assigned during the semester. In addition, several instructors administered a comprehensive accounting problem as well.</p> <p><b>Standard and Target for Success:</b> &gt; 70% exam average indicates that SLO was achieved. &lt; 70% exam average indicates that SLO was not achieved.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>The instructors administered a common assessment test covering all chapters assigned during the semester. A total of 232 students were included in the sample, and the following table outlines the scores by question. The data suggests that we need to work on topics covered in questions 5, 6, and 17. Overall, however, the students seem to be retaining the material.</p> <table><tr><th>Question #</th><th>Topic</th><th>Total Test Takers</th></tr><tr><td></td><td></td><td>Average Scores</td></tr><tr><td></td><td># Test takers</td><td>232</td></tr><tr><td>1</td><td>Accounting equation</td><td>100%</td></tr><tr><td>2</td><td>Calculate total liabilities</td><td>96%</td></tr><tr><td>3</td><td>Normal debit balance</td><td>88%</td></tr><tr><td>4</td><td>RE statement</td><td>97%</td></tr><tr><td>5</td><td>Prepaid insurance AJE</td><td>68%</td></tr><tr><td>6</td><td>Closing trial balance</td><td>51%</td></tr><tr><td>7</td><td>Financial statements</td><td>92%</td></tr><tr><td>8</td><td>Balance Sheet</td><td>92%</td></tr><tr><td>9</td><td>Net income</td><td>96%</td></tr><tr><td>10</td><td>Double entry accounting</td><td>95%</td></tr></table>	Question #	Topic	Total Test Takers			Average Scores		# Test takers	232	1	Accounting equation	100%	2	Calculate total liabilities	96%	3	Normal debit balance	88%	4	RE statement	97%	5	Prepaid insurance AJE	68%	6	Closing trial balance	51%	7	Financial statements	92%	8	Balance Sheet	92%	9	Net income	96%	10	Double entry accounting	95%	<p><b>Action:</b> Develop and distribute accounting cycle project to all accounting faculty. (09/01/2017)</p> <p><b>Action Category:</b> SLO/PLO Assessment Process</p> <p><b>Follow-Up:</b> No longer necessary. All SLOs are assessed using the common assessment test. Instructors have the option to assign the comprehensive problem or not. (03/21/2018)</p>
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		<p>In addition, several instructors administered a comprehensive accounting problem as well. Below are the combined results of that assessment. A total of 128 students were included in the sample, and it is clear that the students understood how to complete the accounting cycle.</p> <table><tr><td colspan="3">Accounting Cycle Project</td><td colspan="2">Total Test Takers</td></tr><tr><td></td><td>3008</td><td>3011</td><td>3014</td><td>3022</td></tr><tr><td>Score</td><td></td><td></td><td></td><td>Average</td></tr><tr><td># Test takers</td><td></td><td>31</td><td>32</td><td>31</td></tr><tr><td></td><td></td><td>128</td><td></td><td>34</td></tr><tr><td>Section Average</td><td></td><td>86%</td><td>96%</td><td>94%</td></tr><tr><td></td><td></td><td>93%</td><td></td><td>95%</td></tr><tr><td>% &gt; 70%</td><td>81%</td><td>94%</td><td>97%</td><td>97%</td></tr><tr><td>% &lt; 70%</td><td>19%</td><td>6%</td><td>3%</td><td>3%</td></tr></table> <p>(06/14/2017)</p> <p><b>Faculty Assessment Leader:</b> K. Hull <b>Faculty Contributing to Assessment:</b> B.Khoddam, S. Porter, B. Giles, P. Koch, E. Dimaculangan, R. Knight, L. Huang <b>Semester and Year Assessment Conducted:</b> 2018-19 (Fall 2018) <b>Standard Met?</b> : Standard Met The results indicate that the students retained the material we wanted them to retain. On each question, the average scores were well above 70%. The overall average score was 82%, above the standard. The results by class differ greatly</p>	Accounting Cycle Project			Total Test Takers			3008	3011	3014	3022	Score				Average	# Test takers		31	32	31			128		34	Section Average		86%	96%	94%			93%		95%	% > 70%	81%	94%	97%	97%	% < 70%	19%	6%	3%	3%	
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	<p><b>Exam/Test/Quiz</b> - A standard common assessment exam was administered in the Connect Homework Manager. There were 18 questions addressing the concepts covered in Business 1A. Question number 6-9 addressed SLO#2. We</p>		<p><b>Action:</b> Continue to revise assessment test as needed especially after the department starts to use the new edition of the textbook as we are anticipating advances in the technology and programs</p>																																													

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>compiled a sample of 287 student results from 13 sections of Business 1A.</p> <p><b>Standard and Target for Success:</b> It is expected that at least 70% of students will score 70% or better on the assessment test (overall average).</p>	<p>in some cases. This is an issue that has been discussed within our department for many semesters. We have initiated an outreach to all part-time faculty to ensure that they are teaching to the Course Outline of Record, and delivering the Common Assessment Test as required. Data follows:</p> <p>SEE RELATED DOCUMENT (02/25/2019)</p> <p><b>Faculty Assessment Leader:</b> A. Milosevic-Nguyen</p> <p><b>Faculty Contributing to Assessment:</b> K. Hull, S. Porter, B. Giles, A. Margiotta, R. Knight, J.Kim</p> <p><b>Related Documents:</b></p> <p><a href="#">BUS 1A - SLO 2- COMBINED ASSESSMENT - Fall 2018.DOC</a></p>	<p>available for subject retention. (12/10/2019)</p> <p><b>Action Category:</b> SLO/PLO Assessment Process</p>

## ECC: BUS 2A:Intermediate Accounting

Course SLOs	Assessment Method Description	Results	Actions
<p><b>SLO #2 Analyzing and Preparation -</b> Analyze transactions, prepare journal entries recording those transactions, and prepare Balance Sheets, Income Statements, Statements of Changes in Stockholders' Equity.</p> <p><b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2015-16 (Fall 2015), 2018-19 (Fall 2018) <b>Input Date:</b> 11/12/2013</p>	<p><b>Exam/Test/Quiz -</b> 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><b>Standard and Target for Success:</b> 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 style="padding-left: 40px;">Above Average: 80-100% Satisfactory: 70-80% Below Average: &lt;70%</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall 2015) <b>Standard Met?</b> : 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><b>Action:</b> Enhance the current textbook interactive software technology and provide students with extra support in their studies through voluntary software technology reviews. (11/01/2016) <b>Action Category:</b> Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<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><b>Faculty Assessment Leader:</b> A. Milosevic</p>	
		<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Standard Met? :</b> 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><b>Faculty Assessment Leader:</b> A. Milosevic</p>	<p><b>Action:</b> New textbook with inclusion of interactive software technology (01/15/2015)</p> <p><b>Action Category:</b> Teaching Strategies</p> <p><b>Follow-Up:</b> 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>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
			<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><b>Follow-Up:</b> New textbook with inclusion of interactive software technology (02/05/2015)</p>
		<p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>Total Student Count: 43(100%)</p>	<p><b>Action:</b> See above under Curriculum Changes (11/01/2014)</p> <p><b>Action Category:</b> Program/College Support</p>

Course SLOs	Assessment Method Description	Results	Actions
		<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><b>Faculty Assessment Leader:</b> Ana Milosevic</p>	<p><b>Action:</b> Pre-requisites may need to be altered/ added. (11/01/2014)</p> <p><b>Action Category:</b> Curriculum Changes</p>
	<p><b>Exam/Test/Quiz -</b> Course Final exam #2 &amp; 3 – assesses the students' Understanding and abilities to analyze transactions, prepare journal entries recording those transactions, and balance sheets, Income statement, statement of changes in stockholders' Equity.</p> <p><b>Standard and Target for Success:</b> 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: &lt;70%</p>	<p><b>Semester and Year Assessment Conducted:</b> 2018-19 (Fall 2018)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>Total Student Count: 35 (100%) Above Average – 20 (57%) Satisfactory – 8 (23%) Below Average – 7 (20%)</p> <p>It was noted that 80% (28) of the class completed the final (assessment method) with either satisfactory or above average results. 20% (7) of the students fell below average. The standard was met. (01/31/2019)</p> <p><b>Faculty Assessment Leader:</b> A. Blanshard</p>	<p><b>Action:</b> Emphasis should be made and imprinted on the class syllabus information students the time commitment warranted to pass this class. (09/01/2019)</p> <p><b>Action Category:</b> Program/College Support</p> <p><b>Action:</b> Set up a refresher crash course that will help the students in bring back the knowledge from Accountings 1A and 1B for the first two classes. (09/01/2019)</p> <p><b>Action Category:</b> Teaching Strategies</p>



## ECC: BUS 3:QuickBooks

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #2 Reports and Graphs</b> - Prepare and use a variety of reports and graphs to analyze the results of business accounting operations.</p> <p><b>Course SLO Status:</b> Active  <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2018-19 (Fall 2018)  <b>Input Date:</b> 11/12/2013</p>	<p><b>Case Study</b> - The students were assigned 9 case problems during the semester. The third one introduced them to the reporting process where business transactions previously journalized and posted were summarized and reported in both a profit and loss statement and a balance sheet.</p> <p><b>Standard and Target for Success:</b> It is expected that at least 75% of the students will received a score of 70% or higher on this assignment.</p> <p><b>Additional Information:</b> Students were given 2 and ½ hours in a lab as well as a subsequent week on their own to complete the case project. Because I assist them in rectifying any errors, I generally expect all of them to receive the maximum points upon completion (25).</p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)  <b>Standard Met?</b> : Standard Met  All 18 students completed the case project successfully.</p> <p>(03/13/2015)  <b>Faculty Assessment Leader:</b> K. Hull  <b>Faculty Contributing to Assessment:</b> J. Cowan</p>	
	<p><b>Case Study</b> - Students were assigned 9 case studies for evaluating their ability to analyze the results of business accounting operations.</p> <p><b>Standard and Target for Success:</b> It is expected that 75% of students will score at least 70% on the case studies.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)  <b>Standard Met?</b> : Standard Met  More than 80% of the students scored higher than 75% in the case studies. (05/20/2016)  <b>Faculty Assessment Leader:</b> P. Nagpal</p>	<p><b>Action:</b> Case study implementation. Case studies due date will be changed so that everyone completes case studies before the end of semester. (12/15/2016)  <b>Action Category:</b> Teaching Strategies</p>
	<p><b>Multiple Assessments</b> - Student are assessed on their ability to prepare reports and other analyses in QuickBooks. Assessment includes 12 in-class assignments, 12 homework assignments and 2 exams, all of which require that students submit reports and other analyses to</p>	<p><b>Semester and Year Assessment Conducted:</b> 2018-19 (Fall 2018)  <b>Standard Met?</b> : Standard Met  Of the 14 students who completed the course, the following results were achieved:</p> <ul style="list-style-type: none"> <li>10 students (71.4% of the class) scored 90% or greater</li> </ul>	<p><b>Action:</b> Consider adding Recommended Preparation of Business 1A, Business 17, Business 25, or bookkeeping experience. (09/01/2020)  <b>Action Category:</b> Curriculum Changes</p>

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	<p>support their work. Students' grades are based on successfully completion of these assignments and passing the exams.</p> <p><b>Standard and Target for Success:</b> It is expected that 75% of the students will score 80% or higher on this SLO.</p>	<ul style="list-style-type: none"> <li>• 2 students (14.3% of the class) scored between 80% and 89%</li> <li>• 2 students (14.3% of the class) scored between 70% and 79%</li> </ul> <p>85.7% of students scored greater than 80% on this assessment.</p> <p>Most important finding: Students who could not complete at least 70% on this assessment usually dropped before the deadline. (02/28/2019)</p> <p><b>Faculty Assessment Leader:</b> S. Porter</p>	<p><b>Action:</b> Add more accounting concepts in the class to improve student understanding. (11/29/2019)</p> <p><b>Action Category:</b> Teaching Strategies</p>

# ECC: BUS 5A:Income Tax Accounting

Course SLOs	Assessment Method Description	Results	Actions
<b>SLO #2 Schedule C</b> - Prepare a correct Schedule C including the necessary forms and schedules.  <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2013-14 (Fall 2013), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2018-19 (Fall 2018) <b>Input Date:</b> 11/12/2013	<b>Exam/Test/Quiz</b> - Students were given a comprehensive problem that evaluates the students ability to complete form Schedule C Profit and Loss of Business.	<b>Semester and Year Assessment Conducted:</b> 2018-19 (Fall 2018) <b>Standard Met?</b> : Standard Met	<b>Action:</b> Change the SLO to combine the 1040, Schedule C and Schedule D as one. (12/18/2020) <b>Action Category:</b> SLO/PLO Assessment Process
	<b>Standard and Target for Success:</b> 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.”	GRADE A B C D F CP. 1-12 15% 42% 19% 12% 12% C or Better 76%	<b>Action:</b> Implement in-class group project to account for 25% of the total assessment. (12/18/2019) <b>Action Category:</b> SLO/PLO Assessment Process
		Students were able to meet the standard because 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. (01/31/2019) <b>Faculty Assessment Leader:</b> A. Blanshard	<b>Action:</b> Use more Practice exercise and allow for gradual assessment. (12/18/2019) <b>Action Category:</b> Teaching Strategies
		<b>Semester and Year Assessment Conducted:</b> 2016-17 (Fall 2016) <b>Standard Met?</b> : Standard Met	<b>Action:</b> Implement in-class group project to account for 25% of the total assessment. (09/01/2017) <b>Action Category:</b> SLO/PLO Assessment Process
		GRADE A B C D F CP. 1-12 15% 74% 8% 2% 1% C or Better 97%	<b>Action:</b> Use more Practice exercise and allow for gradual assessment. (09/01/2017) <b>Action Category:</b> Teaching Strategies
	29 students out of 31 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. (12/16/2016) <b>Faculty Assessment Leader:</b> A. Blanshard		
	<b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall 2015) <b>Standard Met?</b> : Standard Met	<b>Action:</b> Implement group project to account for 25% of the total assessment (12/01/2016) <b>Action Category:</b> SLO/PLO Assessment Process	
	GRADE A B C D F CP. 1-12 20% 72% 4% 3% 1% C or Better 96%	<b>Action:</b> Use more Practice exercise and allow the for gradual	

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		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) <b>Faculty Assessment Leader:</b> A. Blanshard	assessment (12/01/2016) <b>Action Category:</b> Teaching Strategies
		<b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013) <b>Standard Met? :</b> Standard Met GRADE    A            B            C            D            F CP. 1-12   28%        37%        21%        14%        0 C OR BETTER            86%	<b>Action:</b> Implement group project to account for 25% of the total assessment (09/01/2014) <b>Action Category:</b> 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) <b>Faculty Assessment Leader:</b> Arnold J. Blanshard	<b>Action:</b> Use more Practice exercise and allow the for gradual assessment (09/01/2014) <b>Action Category:</b> Teaching Strategies