

# Assessment: Course Four Column

FALL 2016



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

### ECC: BUS 1A:Financial Accounting

Course SLOs	Assessment Method Description	Results	Actions																				
<p><b>SLO #1 Evaluation</b> - Evaluate the financial position and profitability of the business entity using various financial ratios.</p> <p><b>Course SLO Status:</b> Active  <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014), 2017-18 (Fall 2017)  <b>Input Date:</b> 11/12/2013  <b>Inactive Date:</b>  <b>Comments:</b></p>	<p><b>Case Study</b> - Question #3 on Mid Term Exam  <b>Standard and Target for Success:</b> 80% of students will answer the question correctly.  <b>Additional Information:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2011-12 (Fall 2011)  <b>Standard Met?</b> : Standard Not Met  73.7% (14/19) of students answered the mid term exam question correctly. All of the students who answered the question correctly still had issues with answering the income statement part of the question. (05/28/2013)  <b>% of Success for this SLO:</b>  <b>Faculty Assessment Leader:</b>  <b>Faculty Contributing to Assessment:</b></p>	<p><b>Action:</b> We will make sure that the question in question will be addressed in the next semester.... (06/06/2013)  <b>Action Category:</b></p>																				
	<p><b>Exam/Test/Quiz</b> - The students are given a year-end balance sheet and income statement, and they then calculate a variety of financial ratios. This is generally a part of the final exam, or spread out among the various exams during the semester. Collectively, final course grades, means, medians, and distributions are used to assess whether students retained and understood the material.  <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</p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)  <b>Standard Met?</b> : Standard Not Met  A sample was taken from five instructors with a total of 11 class sections. The results are as follows:</p> <table> <tr> <td>1</td><td>Number of students completing the course.</td><td>267</td><td></td></tr> <tr> <td>2</td><td>Number of students with a final average (including all course points) of &gt; 70%</td><td>192</td><td>72%</td></tr> <tr> <td>3</td><td>Number of students with a final average (including all course points) of &lt; 70%</td><td>75</td><td>28%</td></tr> <tr> <td>4</td><td>Mean final grade as a %</td><td>70</td><td></td></tr> <tr> <td>5</td><td>Median final grade as a %</td><td>74</td><td></td></tr> </table> <p>(03/04/2015)</p>	1	Number of students completing the course.	267		2	Number of students with a final average (including all course points) of > 70%	192	72%	3	Number of students with a final average (including all course points) of < 70%	75	28%	4	Mean final grade as a %	70		5	Median final grade as a %	74		<p><b>Action:</b> Develop a common assessment tool – for example a comprehensive problem, project or exam used in all BUS1A classes – to specifically address this SLO. This should be given at the end of the course after understanding of basic accounting concepts and financial statements has been obtained. (Faculty) (12/10/2015)  <b>Action Category:</b> SLO/PLO Assessment Process  <b>Action:</b> Extra time with additional examples should be devoted to financial ratios. (Randy Harris) (12/10/2015)</p>
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	<p>SLO. See below for rubric/definition of satisfactory.</p> <p>Excellent: &gt;= 90%</p> <p>Good: &gt;= 80% and &lt; 90%</p> <p>Satisfactory: &gt;= 70% and &lt; 80%%</p> <p>Unsatisfactory: &gt;= 60% and &lt; 70%</p> <p>Failing: &lt; 60%</p> <p><b>Additional Information:</b></p>	<p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> K. Hull</p> <p><b>Faculty Contributing to Assessment:</b> Norbert Maler, Phil Lau, Kurt Hull, Liz Jennison, Randy Harris, Arnold Blanshard</p>	<p><b>Action Category:</b> Teaching Strategies</p> <hr/> <p><b>Action:</b> Implement more group project to account for 15% of the total assessment. (Arnold Blanshard). (08/26/2015)</p> <p><b>Action Category:</b> Teaching Strategies</p> <hr/> <p><b>Action:</b> Use more Practice exercise and allow for gradual assessment. (Arnold Blanshard) (08/26/2015)</p> <p><b>Action Category:</b> Teaching Strategies</p> <hr/> <p><b>Action:</b> Replace textbook with a modern, up to date text that includes robust online resources. (Faculty) (08/26/2015)</p> <p><b>Action Category:</b> Teaching Strategies</p> <hr/>																								
	<p><b>Exam/Test/Quiz</b> - The instructors administered a common assessment test covering all chapters assigned during the semester.</p> <p><b>Standard and Target for Success:</b> &gt; 70% exam average indicates that SLO was achieved.</p> <p>&lt; 70% exam average indicates that SLO was not achieved.</p> <p><b>Additional Information:</b></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>	<p><b>Action:</b> Revise common assessment test to include specific questions on financial ratio analysis. (09/01/2017)</p> <p><b>Action Category:</b> SLO/PLO Assessment Process</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></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%	
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Course SLOs	Assessment Method Description	Results	Actions
		6 Closing trial balance 51% 7 Financial statements 92% 8 Balance Sheet 92% 9 Net income 96% 10 Double entry accounting 95% 11 Common attribute 81% 12 Gross profit 97% 13 FIFO COGS 91% 14 Interest 74% 15 Doubtful accounts 71% 16 Plant assets 90% 17 Depreciation 62% 18 Current liabilities 94% 19 Bonds 94% 20 Common stock 86%  Overall average score 86% (06/14/2017) <b>% of Success for this SLO:</b> <b>Faculty Assessment Leader:</b> K. Hull <b>Faculty Contributing to Assessment:</b> B.Khoddam, S. Porter, B. Giles, P. Koch, M. Lu, E. Dimaculangan, R. Knight, L. Huang	

**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.

**Course SLO Status:** Active  
**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)  
**Input Date:** 11/12/2013  
**Inactive Date:**  
**Comments::**

**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: >= 90%  
Good: >= 80% and < 90%  
Satisfactory: >= 70% and < 80%  
Unsatisfactory: >= 60% and < 70%

**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

**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  


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**Action:** Replace textbook with a modern, up to date text that includes robust online resources. (Faculty) (08/26/2015)  
**Action Category:** Teaching Strategies

Course SLOs	Assessment Method Description	Results	Actions																		
	<p>Failing: &lt; 60%</p> <p><b>Additional Information:</b></p> <p><b>Project</b> - A project using Excel that 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><b>Additional Information:</b></p>	<p>(03/04/2015)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> K. Hull</p> <p><b>Faculty Contributing to Assessment:</b> Norbert Maler, Phil Lau, Kurt Hull, Liz Jennison, Randy Harris, Arnold Blanshard</p> <p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall 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>% of Success for this SLO:</b></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><b>Action:</b> 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)</p> <p><b>Action Category:</b> Teaching Strategies</p>										
# of students completing the project	177																				
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mean of means, all sections	80%																				
	<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>Additional Information:</b></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> <th>Average Scores</th> </tr> <tr> <td></td> <th># Test takers</th> <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> </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%	<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>
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<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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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%
11	Common attribute	81%	
12	Gross profit	97%	
13	FIFO COGS	91%	
14	Interest	74%	
15	Doubtful accounts	71%	
16	Plant assets	90%	
17	Depreciation	62%	
18	Current liabilities	94%	
19	Bonds	94%	
20	Common stock	86%	
Overall average score			86%

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.

Accounting Cycle Project			Total Test Takers	
3008	3011	3014	3022	Average
Score				
# Test takers	31	32	31	34
128				
Section Average	86%	96%	94%	95%
93%				
% > 70%	81%	94%	97%	92%
% < 70%	19%	6%	3%	8%

(06/14/2017)

**% of Success for this SLO:**

**Faculty Assessment Leader:** K. Hull

**Faculty Contributing to Assessment:** B.Khoddam, S. Porter,

Course SLOs	Assessment Method Description	Results	Actions
B. Giles, P. Koch, E. Dimaculangan, R. Knight, L. Huang			
<b>SLO #3: Concepts &amp; Terminology -</b> Understand and utilize financial accounting concepts and terminology.  <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2016-17 (Fall 2016) <b>Input Date:</b> 11/12/2013 <b>Inactive Date:</b> <b>Comments::</b>	<b>Exam/Test/Quiz -</b> The students are given multiple “hands-on” exams throughout the semester that test their comprehension of, and their ability to apply concepts presented in chapters of their textbook.  <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. Excellent: >= 90% Good: >= 80% and < 90% Satisfactory: >= 70% and < 80% Unsatisfactory: >= 60% and < 70% Failing: < 60%  <b>Additional Information:</b>	<b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Standard Met? :</b> Standard Not Met A sample was taken from five instructors with a total of 11 class sections. The results are as follows: 1            Number of students completing the course. 267 2            Number of students with a final average (including all course points) of > 70% 196        73% 3            Number of students with a final average (including all course points) of < 70% 71        27% 4            Mean final grade as a % 71 5            Median final grade as a % 74  (03/04/2015) <b>% of Success for this SLO:</b> <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	<b>Action:</b> Develop a common assessment exam used in all BUS1A classes – to specifically address this SLO. We will identify the key accounting concepts and terminology that must be learned in this class, and give a comprehensive exam at the end of the course. (Faculty) (12/10/2015) <b>Action Category:</b> Teaching Strategies  <b>Action:</b> Implement more group project to account for 15% of the total assessment. (Arnold Blanshard). (08/26/2015) <b>Action Category:</b> Teaching Strategies  <b>Action:</b> Use more Practice exercise and allow for gradual assessment. (Arnold Blanshard) (08/26/2015) <b>Action Category:</b> Teaching Strategies  <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
	<b>Multiple Assessments -</b> Final course grade distributions, means, and medians are used to assess student success on this SLO. A sample of final grades from three instructors and six sections were used to assess this SLO. <b>Standard and Target for Success:</b> > 70% exam average indicates that	<b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015) <b>Standard Met? :</b> Standard Met A sample was taken from five instructors with a total of 11 class sections. The results are as follows: 1            Number of students completing the course. 138        100% 2            Number of students with a final average (including all course points) of > 70% 116        84%	<b>Action:</b> Develop and implement a common assessment tool for all BUS 1B courses. (01/15/2016) <b>Action Category:</b> SLO/PLO Assessment Process  <b>Follow-Up:</b> The common assessment tool is in process, and will be completed by the end of the fall 2015 semester for

Course SLOs	Assessment Method Description	Results	Actions												
	<p>SLO was achieved. &lt; 70% exam average indicates that SLO was not achieved.</p> <p><b>Additional Information:</b></p>	<table> <tr> <td>3</td><td>Number of students with a final average (including all course points) of &lt; 70%</td><td>22</td><td>16%</td></tr> <tr> <td>4</td><td>Mean final grade as a %</td><td>76.3</td><td></td></tr> <tr> <td>5</td><td>Median final grade as a %</td><td>79.4</td><td></td></tr> </table> <p>(09/11/2015)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Ana Milosevic-Nguyen</p> <p><b>Faculty Contributing to Assessment:</b></p>	3	Number of students with a final average (including all course points) of < 70%	22	16%	4	Mean final grade as a %	76.3		5	Median final grade as a %	79.4		<p>implementation in the spring 2016 semester (09/14/2015)</p> <hr/> <p><b>Action:</b> Update textbook to include more online resources and computer based homework. (01/15/2016)</p> <p><b>Action Category:</b> Teaching Strategies</p> <p><b>Follow-Up:</b> In a previous assessment cycle in Business 1A and Business 1B, it was suggested by many that we change textbooks. That result was achieved in the spring 2015 semester by unanimous department decision, and will be implemented as indicated above starting in the spring of 2016. (09/14/2015)</p>
3	Number of students with a final average (including all course points) of < 70%	22	16%												
4	Mean final grade as a %	76.3													
5	Median final grade as a %	79.4													
	<p><b>Exam/Test/Quiz -</b> The SLO was assessed using a common assessment tool – a 20 question multiple choice exam. Each instructor distributed the exam in their own class/ section. The results were combined from all assessed sections for purposes of assessing SLO#3. (NOTE: A total of 8 class sections were used for purposes of assessing SLO #3. We took the class average for each multiple choice question, for each class section. From there, we found the average of all class sections, by question. Please see attached document for breakdown).</p> <p><b>Standard and Target for Success:</b> It is expected that 80% of the multiple choice questions will be answered</p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Fall 2016)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>Based on the results noted above, 4/20 (20%) multiple choice questions did not meet our standard for success (&gt;70%). This means that 80% of the multiple choice questions were answered satisfactorily. In other words, 80% of the multiple choice questions were answered correctly by at least 70% of the students. Our standard was met.</p> <p>Although our standard was met, we believe that the 4 multiple choice questions that were answered incorrectly by a large percentage of the class need to be addressed. This will be documented below under 'Action Plan'. (02/24/2017)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> A. Milosevic-Nguyen</p> <p><b>Faculty Contributing to Assessment:</b> K. Hull, B. Khoddam, P. Koch, T. Lewis</p> <p><b>Related Documents:</b></p>	<p><b>Action:</b> Consistently, in congruence with our teaching strategies action plan (see above), re-evaluate our SLO assessment process through the review and development of better questions. (09/25/2017)</p> <p><b>Action Category:</b> SLO/PLO Assessment Process</p> <p><b>Follow-Up:</b> In a previous assessment cycle in Business 1A and Business 1B, it was suggested by many that we develop a common assessment tool. This is our first semester that we have implemented a common assessment test. As noted above, there are areas for improvement but overall we believe that our first attempt was a great success.</p>												

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	<p>satisfactorily (see below for rubric/breakdown). Assessment was based on the average of all class sections being assessed.</p> <p>Above Average: 80-100%</p> <p>Satisfactory: 70-80%</p> <p>Below Average: &lt;70%</p> <p><b>Additional Information:</b></p>	<p><a href="#">BUS 1A - Common Assessment - updated 050516.rtf</a></p> <p><a href="#">BUS 1A_Fall 2016_Combined Assessment_SLO#3.doc</a></p>	<p>(02/27/2017)</p> <hr/> <p><b>Action:</b> For the 4 multiple choice questions that were answered incorrectly by a large percentage of the students, re-evaluate whether teaching strategies need to be altered. Because we have the data broken down by professor, by section, we can easily address/discuss areas for potential changes in teaching strategies. (09/25/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p> <p><b>Follow-Up:</b> In a previous assessment cycle in Business 1A and Business 1B, it was suggested by many that we develop a common assessment tool. This is our first semester that we have implemented a common assessment test. As noted above, there are areas for improvement but overall we believe that our first attempt was a great success. (02/27/2017)</p>



## ECC: BUS 2A:Intermediate Accounting

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #1 Concepts and Terminology -</b> Understand the concepts and terminology used in Accounting Information Systems, the basic accounting process, and key financial statements.</p> <p><b>Course SLO Status:</b> Active  <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014), 2017-18 (Fall 2017)  <b>Input Date:</b> 11/12/2013  <b>Inactive Date:</b>  <b>Comments::</b></p>	<p><b>Exam/Test/Quiz -</b> Course midterm exam #1 – assesses the student's understanding of the concepts and terminology used in Accounting Information Systems, the basic accounting process, and key financial statements.</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.  Above Average: 80-100%  Satisfactory: 70-80%  Below Average: &lt;70%</p> <p><b>Additional Information:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall 2015)  <b>Standard Met?</b> : Standard Not Met  Total Student Count: 36 (100%)  Above Average – 8 (22%)  Satisfactory – 4 (11%)  Below Average – 24 (67%)</p> <p>It was noted that 33% of the class completed the final (assessment method) with either satisfactory or above average results. Twenty-four (67%) 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:  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.  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>% of Success for this SLO:</b>  <b>Faculty Assessment Leader:</b> A. Milosevic  <b>Faculty Contributing to Assessment:</b></p> <hr/> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)  <b>Standard Met? :</b> Standard Not Met  Total Student Count: 40 (100%)  Above Average – 18 (45%)  Satisfactory – 6 (15%)  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. 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  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). (01/15/2015)</p>	<p><b>Action:</b> New textbook with inclusion of interactive software technology (11/01/2015)  <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</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> A. Milosevic</p> <p><b>Faculty Contributing to Assessment:</b></p>	<p>division leaders, it was determined that this would 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, not only for addressing this particular assessment, but for the overall class (all SLOs). This will be implemented as soon as this class is offered again (Fall 2015). (02/05/2015)</p>
	<p><b>Exam/Test/Quiz -</b> Course Final exam #1 – assesses the students' Understanding of the concepts and</p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Fall 2016)</p> <p><b>Standard Met? :</b> Standard Not Met</p>	<p><b>Action:</b> Emphasis should be made and imprinted on the class</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>terminology used in Accounting Information Systems, the basic accounting process, and key financial statements.</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%</p> <p>Satisfactory: 70-80%</p> <p>Below Average: &lt;70%</p> <p><b>Additional Information:</b></p>	<p>Total Student Count: 35 (100%)</p> <p>Above Average – 15 (43%)</p> <p>Satisfactory – 10 (28.5%)</p> <p>Below Average – 10 (28.5%)</p> <p>It was noted that 71.5% of the class completed the final (assessment method) with either satisfactory or above average results. Ten (28.5%) 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. Students were taking too many classes and work full time. Most of the students in my class were also enrolled in Business 5A Income tax.</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>(02/13/2017)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> A. Blanshard</p> <p><b>Faculty Contributing to Assessment:</b></p>	<p>syllabus information students the time commitment warranted to pass this class. (08/21/2017)</p> <p><b>Action Category:</b> Program/College Support</p> <hr/> <p><b>Action:</b> Set up a refresher crash course that will help the students in bringing back the knowledge from Accountings 1A and 1B. (08/21/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p>
<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</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Fall 2015)</p> <p><b>Input Date:</b> 11/12/2013</p> <p><b>Inactive Date:</b></p> <p><b>Comments::</b></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>Above Average: 80-100%</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall 2015)</p> <p><b>Standard Met? :</b> Standard Not Met</p> <p>Total Student Count: 32 (100%)</p> <p>Above Average – 14 (44%)</p> <p>Satisfactory – 6 (19%)</p> <p>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</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)</p> <p><b>Action Category:</b> Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>Satisfactory: 70-80%</p> <p>Below Average: &lt;70%</p> <p><b>Additional Information:</b></p>	<p>Business 1A/1B series and Business 2A enrollment.</p> <p>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</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>(12/21/2015)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> A. Milosevic</p> <p><b>Faculty Contributing to Assessment:</b></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</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</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>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 assessment (Fall 2013), although it was much more prevalent during the Fall 2014 semester.</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 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)  <b>% of Success for this SLO:</b>  <b>Faculty Assessment Leader:</b> A. Milosevic  <b>Faculty Contributing to Assessment:</b></p>	<p>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 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</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
			<p>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. 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 Total Student Count: 43(100%) 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</p>	<p><b>Action:</b> See above under Curriculum Changes (11/01/2014)</p> <p><b>Action Category:</b> Program/College Support</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>



Course SLOs	Assessment Method Description	Results	Actions
		<p>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>% of Success for this SLO:</b>  <b>Faculty Assessment Leader:</b> Ana Milosevic  <b>Faculty Contributing to Assessment:</b></p>	
<p><b>SLO #3 Problem Solving</b> - Solve a variety of problems related to the accounting for cash, receivables, inventory, long term assets, income measurement, profitability analysis, and the time-value of money.</p> <p><b>Course SLO Status:</b> Active  <b>Course SLO Assessment Cycle:</b> 2016-17 (Fall 2016)  <b>Input Date:</b> 11/12/2013  <b>Inactive Date:</b>  <b>Comments::</b></p>	<p><b>Exam/Test/Quiz</b> - Course final exam – assesses the students' ability to solve a variety of problems related to the accounting for cash, receivables, inventory, long term assets, income measurement, profitability analysis, and the time-value of money.</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>Additional Information:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Fall 2016)  <b>Standard Met?</b> : Standard Not Met  Total Student Count: 35 (100%)  Above Average – 11 (32%)  Satisfactory – 16 (46%)  Below Average – 8 (22%)</p> <p>It was noted that 78% of the class completed the final (assessment method) with either satisfactory or above average results. Eight (22%) 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. Students were taking too many classes and work full time. Most of the students in my class were also enrolled in Business 5A Income tax.</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 which they completed their Business 1A/ 1B equivalent did not introduce them to some basic accounting knowledge (financial statement completion/ comprehension). (02/13/2017)</p> <p><b>% of Success for this SLO:</b>  <b>Faculty Assessment Leader:</b> A. Blanshard  <b>Faculty Contributing to Assessment:</b></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. (08/21/2017)  <b>Action Category:</b> Program/College Support</p> <hr/> <p><b>Action:</b> Set up a refresher crash course that will help the students in bringing back the knowledge from Accountings 1A and 1B. (08/21/2017)  <b>Action Category:</b> Teaching Strategies</p> <hr/> <p><b>Action:</b> New textbook with inclusion of interactive software</p>
		<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p>	



Course SLOs	Assessment Method Description	Results	Actions
		<p><b>Standard Met?</b> : Standard Not Met  Total Student Count: 40 (100%)  Above Average – 22 (55%)  Satisfactory – 4 (10%)  Below Average –14 (35%)  It was noted that 65% of the class completed the final (assessment method) with either satisfactory or above average results. Sixteen (35%) 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:  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.  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 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)  <b>% of Success for this SLO:</b>  <b>Faculty Assessment Leader:</b> A. Milosevic  <b>Faculty Contributing to Assessment:</b></p>	<p>technology (11/01/2015)  <b>Action Category:</b> Teaching Strategies  <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 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.</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
			<p>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, not only for addressing this particular assessment, but for the overall class (all SLOs). This will be implemented as soon as this class is offered again (Fall 2015). (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>Above Average – 28 (65%)</p> <p>Satisfactory – 11 (26%)</p> <p>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><b>Action:</b> See above under Curriculum Changes (11/01/2014)</p> <p><b>Action Category:</b> Program/College Support</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>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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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)

**% of Success for this SLO:**

**Faculty Assessment Leader:** Ana Milosevic

**Faculty Contributing to Assessment:**

## ECC: BUS 3:QuickBooks

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #1 Accounting Software</b> - Utilize accounting software to prepare journals, ledgers, and financial statements of the business entity.</p> <p><b>Course SLO Status:</b> Active  <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014), 2017-18 (Fall 2017)  <b>Input Date:</b> 11/12/2013  <b>Inactive Date:</b>  <b>Comments::</b></p>	<p><b>Case Study</b> - The students were assigned one comprehensive problem (worth 50 points) requiring them to create a new company in Quickbooks which was previously maintained using a manual accounting system. They set up customers, suppliers, and inventory items and then transferred balances from the previous month into Quickbooks. Upon completion of the project a number of reports including a transactions journal, profit and loss statement and balance sheet were submitted to me.</p> <p><b>Standard and Target for Success:</b> It is expected that at least 75% of the students will receive a score of 75% or higher on this assignment.</p> <p><b>Additional Information:</b> Students were given two class periods in a lab as well as a time 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 (50).</p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)  <b>Standard Met?</b> : Standard Met</p> <p>13/18 submitted the case problem receiving 45 points (90%) or higher  4 did not submit the project. 1 received 25/50 (partial credit)</p> <p>(03/13/2015)  <b>% of Success for this SLO:</b>  <b>Faculty Assessment Leader:</b> K. Hull  <b>Faculty Contributing to Assessment:</b> J. Cowan</p>	<p><b>Action:</b> I can use another case problem which I work with the class so that all students will understand and be able to complete the project.  (12/01/2015)  <b>Action Category:</b> Teaching Strategies</p>
<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> 2015-16 (Spring 2016)  <b>Input Date:</b> 11/12/2013  <b>Inactive Date:</b></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>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)  <b>Standard Met?</b> : Standard Met</p> <p>All 18 students completed the case project successfully.</p> <p>(03/13/2015)  <b>% of Success for this SLO:</b>  <b>Faculty Assessment Leader:</b> K. Hull</p>	

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>Comments::</b></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>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>Additional Information:</b></p>	<p><b>Faculty Contributing to Assessment:</b> J. Cowan</p> <p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>More than 80% of the students scored higher than 75% in the case studies. (05/20/2016)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> P. Nagpal</p> <p><b>Faculty Contributing to Assessment:</b></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)</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p><b>SLO #3 Concepts and Terminology -</b> Understand the concepts and terminology utilized by accounting software packages.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Fall 2016)</p> <p><b>Input Date:</b> 11/12/2013</p> <p><b>Inactive Date:</b></p> <p><b>Comments::</b></p>	<p><b>Exam/Test/Quiz -</b> Students were given a comprehensive 50 question short answer final examination (150 points) testing their overall understanding of the terminology and concepts presented in our textbook.</p> <p><b>Standard and Target for Success:</b> I expected the 75% of the students would receive 70% of the total points or higher (105 or above)</p> <p><b>Additional Information:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>18 students completed the final exam. 16/18 scored 105 points or higher.</p> <p>(03/13/2015)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> K. Hull</p> <p><b>Faculty Contributing to Assessment:</b> J. Cowan</p>	
	<p><b>Exam/Test/Quiz -</b> Students were given an exam that tested all the accounting concepts and assessed their understanding of these concepts and terminologies utilized by accounting software packages.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Fall 2016)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>There were two exams: Midterm and Final. The average score in the exams was 81% and Median score was 82 %. The standard deviation was 10%. That is, about two-</p>	<p><b>Action:</b> Accounting concepts (not just software) will be taught in greater detail. (05/15/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p><b>Standard and Target for Success:</b> It is expected that 75% of the students will score at least 70% on the assessment.</p> <p><b>Additional Information:</b></p>	<p>thirds of the class score fell between 71% and 91%. About 90% of the class scored higher than 70%.</p> <p>The test results show that the concepts (and terminology) utilized by accounting software was well understood by the students. (12/20/2016)</p> <p><b>% of Success for this SLO:</b> <b>Faculty Assessment Leader:</b> A. Milosevic <b>Faculty Contributing to Assessment:</b> P. Nagpal</p> <hr/> <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 70% in the exam. (05/20/2016) <b>% of Success for this SLO:</b> <b>Faculty Assessment Leader:</b> P. Nagpal <b>Faculty Contributing to Assessment:</b></p>	<p><b>Action:</b> Accounting concepts (not just software) will be taught in greater detail. (12/15/2016) <b>Action Category:</b> Teaching Strategies</p>

# ECC: BUS 5A:Income Tax Accounting

Course SLOs	Assessment Method Description	Results	Actions																												
<p><b>SLO #1 Preparation</b> - Prepare a correct form 1040 tax return including the necessary forms and schedules.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014), 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 11/12/2013</p> <p><b>Inactive Date:</b></p> <p><b>Comments::</b></p>	<p><b>Exam/Test/Quiz</b> - Students were given comprehensive problems after every four chapters and were assessed on their progression. The problems evaluate the student's ability to complete forms 1040X, 1040A, and 1040 inclusive of schedule A, Schedule EIC, Form 8812, schedule b, Form 3903, and form 8863.</p> <p><b>Standard and Target for Success:</b> The students will be graded on the follow Rubric:</p> <p>A: 90% to 100%</p> <p>B: 80% to 89.99%</p> <p>C: 70% to 79.99%</p> <p>D: 60% to 69.99%</p> <p>F: 0 to 59.99%</p> <p>"It is expected that 80% of students will score C or above on this SLO."</p> <p><b>Additional Information:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Fall 2016)</p> <p><b>Standard Met?</b> : Standard Met</p> <table> <tr> <th>SCORE</th><th>CP C1-C4</th><th>CP C1-C9</th><th>CP C1-C12</th></tr> <tr> <td>A</td><td>10%</td><td>15%</td><td>18%</td></tr> <tr> <td>B</td><td>34%</td><td>42%</td><td>46%</td></tr> <tr> <td>C</td><td>22%</td><td>26%</td><td>28%</td></tr> <tr> <td>D</td><td>24%</td><td>10%</td><td>6%</td></tr> <tr> <td>F</td><td>10%</td><td>7%</td><td>2%</td></tr> <tr> <td>TOTAL</td><td>100%</td><td>100%</td><td>100%</td></tr> </table> <p>C OR Better 66% 83% 92%</p> <p>CP Cumulative Program</p> <p>C Chapter</p> <p>20 students out of 30 students scored 80% or better.</p> <p>During the first cumulative program students were having difficulties in completing the forms; I created a review section of similar problems prior to the assessment. This had an immediate impact on the student learning outcome. Additionally, 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)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> A. Blanshard</p> <p><b>Faculty Contributing to Assessment:</b></p>	SCORE	CP C1-C4	CP C1-C9	CP C1-C12	A	10%	15%	18%	B	34%	42%	46%	C	22%	26%	28%	D	24%	10%	6%	F	10%	7%	2%	TOTAL	100%	100%	100%	<p><b>Action:</b> Implement in class group project to account for 25% of the total assessment. (09/15/2017)</p> <p><b>Action Category:</b> SLO/PLO Assessment Process</p> <hr/> <p><b>Action:</b> Use more Practice exercise and allow the for gradual assessment. (09/15/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p>
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<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> 2015-16 (Fall 2015) <b>Input Date:</b> 11/12/2013 <b>Inactive Date:</b> <b>Comments::</b>	<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>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.”  <b>Additional Information:</b>	<b>Semester and Year Assessment Conducted:</b> 2016-17 (Fall 2016) <b>Standard Met?</b> : Standard Met <table><tr><td>GRADE</td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>CP. 1-12</td><td>15%</td><td>74%</td><td>8%</td><td>2%</td><td>1%</td></tr><tr><td>C or Better</td><td></td><td>97%</td><td></td><td></td><td></td></tr></table> 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>% of Success for this SLO:</b> <b>Faculty Assessment Leader:</b> A. Blanshard <b>Faculty Contributing to Assessment:</b>  <b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall 2015) <b>Standard Met?</b> : Standard Met <table><tr><td>GRADE</td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr><tr><td>CP. 1-12</td><td>20%</td><td>72%</td><td>4%</td><td>3%</td><td>1%</td></tr><tr><td>C or Better</td><td></td><td>96%</td><td></td><td></td><td></td></tr></table> 27 students out of 30 students scored 80% or better.	GRADE	A	B	C	D	F	CP. 1-12	15%	74%	8%	2%	1%	C or Better		97%				GRADE	A	B	C	D	F	CP. 1-12	20%	72%	4%	3%	1%	C or Better		96%				<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 <hr/> <b>Action:</b> Use more Practice exercise and allow for gradual assessment. (09/01/2017) <b>Action Category:</b> Teaching Strategies <hr/> <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 <hr/> <b>Action:</b> Use more Practice exercise and allow the for gradual assessment (12/01/2016)
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GRADE	A	B	C	D	F																																		
CP. 1-12	28%	37%	21%	14%	0																																		
C OR BETTER		86%																																					