

# Unit Course Assessment Report - Four Column

## Guam Community College Accounting AS

**Mission Statement:** The mission of the Accounting program is to develop an accounting workforce reflecting the needs arising from the continual changing economic business environment in the Guam community and the region.

**Vision Statement:** The program envisions to produce accounting graduates who are knowledgeable and skillful in generally accepted accounting principles so that they will meaningfully contribute to the financial record keeping and management of their respective organizations.

Course SLO Description	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Accounting AS - AC100 (formerly AC115) - Fundamentals of Bookkeeping and Accounting - Accounting Process 1 - SLO#1 FA10-SP12</p> <p>Upon successful completion of this course, students will be able to apply accounting procedures to properly record financial information about a business. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p> <p><b>Course-level SLO Plan reflects/incorporates:</b> Use and Implementation of Results from the previous cycle</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Comprehensive Problem 1 Period 1 &amp; Period 2</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b> Students who submit the comprehensive problems must score with a grade of 75% or better.</p> <p><b>Related Documents:</b> <a href="#">AC100 Syllabi</a> <a href="#">Ac100 Comp1 Part 1</a></p>	<p>03/13/2011 - Fall 2010, 2 AC100 classes were taught with a total of N students = 26, of these students 24 or 92% of the students scored a 75% or better on this manual assessment.</p> <p>Spring 2011, 2 AC100 classes were taught with a total of 25 students, of these students 21 students or 84% scored a 75% or better on this manual &amp; computerized assessment.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Data Collection Status</p> <p><b>Budget Implications:</b> Over \$500</p> <p><b>Notes:</b> In July 2010, P.Pangelinan the only accounting faculty wrote a CTE grant to purchase General Ledger software to allow the students to solve exercises/problems using accounting software specially designed to go with the textbook.</p> <p><b>Budget Related Performance Indicators:</b> This software, if the textbook were to be changed in the future by the publisher due to a new edition will have to be purchased again. The cost will have to be included with the accounting program budget.</p> <p><b>Related Documents:</b> <a href="#">AC100 Comp1 Sample</a></p>	<p>12/10/2011 - This exam continues to be a good means of assessing the knowledge the students have gained. The data from Fall 2010 to Spring 2011 shows a decrease in the total number of students completing the project with a 75% or better, this may be due to a variety of factors ie new computer application, lack of attendance, additional tutoring needed, etc. In Spring 2011, we hired an accounting tutor for 20 hours a week and in the fall we increased her hours to 30 hours. Hopefully, we will see a marked improvement in the students completing this project.</p> <p><b>Implementation Status:</b> 03/02/2012 - AC100 is an introductory class and many students enroll in the class and later drop. The Comprehensive Projects assesses this SLO well as it has students apply their knowledge and show their skills. The accounting tutor who has been funded through a CTE grant is also a great addition, the program needs this dedicated and specialized type of tutor to</p>

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			<p><b>Implementation Status:</b> assist students. Additional faculty is needed but due to funding this will continue to be a challenge. Enrollment for the program has also increased over the years. As the program continues to grow more funds should be directed to the program.</p> <hr/> <p>10/08/2011 - This Comp 1 continues to be a good tool in assessing students knowledge. We have even asked students to complete the Comprehensive both manually and electronically using GL K&amp;A Software.</p> <p><b>Implementation Status:</b> 03/02/2012 - AC100 is an introductory class and many students enroll in the class and later drop. The Comprehensive Projects assesses this SLO well as it has students apply their knowledge and show their skills. The accounting tutor who has been funded through a CTE grant is also a great addition, the program needs this dedicated and specialized type of tutor to assist students. Additional faculty is needed but due to funding this will continue to be a challenge. Enrollment for the program has also increased over the years. As the program continues to grow more funds should be directed to the program. The textbook may be</p>

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			<b>Implementation Status:</b> changed to a newer edition -- which will then require purchasing new GL K&A Software. This may be a challenge to replace if the program does not get the necessary funding.
<p>Accounting AS - AC100 (formerly AC115) - Fundamentals of Bookkeeping and Accounting - Basics in GAAP 1 - SLO#2 FA10-SP12:</p> <p>Upon successful completion of this course, students will be able to apply generally accepted accounting theory and principles to perform all the steps of the accounting cycle for a service and retail type business. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p> <p><b>Course-level SLO Plan reflects/incorporates:</b> Use and Implementation of Results from the previous cycle</p> <p><b>Notes from pull/drop down list above:</b> This SLO has been part of this courses assessment for many years and continues to be a good tool in evaluating the students understanding of GAAP. The accounting program in Sep2010 purchased accounting General Ledger software by Klooster &amp; Allen in conjunction with the currently used textbook.</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will complete a mini-practice set within three or four hours designed to allow students to apply theory, knowledge, and process to complete all the steps of the accounting cycle for one month period for a service business.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b> Students will score 70% or greater on the mini-practice set for the Comprehensive Problem on the Accounting Cycle.</p> <p><b>Related Documents:</b> <a href="#">AC100 Comp1 Sample</a></p>	<p>03/13/2011 - At the end of the Fall 2010 semester only N=21 students submitted the required Comprehensive manually and electronically. Of these students 19/21 or 90% scored 70% or better on the problem. When grades came time to input to MyGCC there were 34 students total still registered for AC100, but only 21/34 or 62% actually completed the required comprehensive for the class.</p> <p>Spring 2011 -- 2 classes offered, N=25 students submitted this Comp. 22/25 or 88% scored 70% or better. When grades came time to input to MyGCC there were 32 students total still registered for AC100, but only 22/32 or 69% actually completed the required comprehensive for the class.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Data Collection Status</p> <p><b>Budget Implications:</b> Over \$500</p> <p><b>Notes:</b> Students stated they preferred doing the comprehensive electronically since it did not require as much writing as the previous comprehensive 1. They liked the software, since it was relatively easy to use and allowed them to get an idea how well they were doing on it.</p>	<p>01/11/2012 - This Comprehensive must be done both manually &amp; electronically. When classes start for the semester students are told about the comprehensive projects that must be completed using both methods. It continues to be a good tool in assessing students skills. If they cannot complete both parts of the comprehensive, they lack these skills and are urged to get tutoring.</p> <p><b>Implementation Status:</b> 03/02/2012 - AC100 is an introductory class and many students enroll in the class and later drop. The Comprehensive Projects assesses this SLO well as it has students apply their knowledge and show their skills. The accounting tutor who has been funded through a CTE grant is also a great addition, the program needs this dedicated and specialized type of tutor to assist students. Additional faculty is needed but due to funding this will continue to be a challenge. Enrollment for the program has also increased over</p>

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		<p><b>Budget Related Performance Indicators:</b> This software will need to be repurchased should the textbook change edition from what was purchased for the 20th edition.</p> <p><b>Related Documents:</b> <a href="#">AC100 Comp 2 Sample of A</a></p>	<p><b>Implementation Status:</b> the years. As the program continues to grow more funds should be directed to the program.</p> <hr/> <p>11/02/2011 - The data collected shows that as the semester continues, retention continues to be an issue. The instructor has contacted students and informed them of their progress with the class, but many continue not to withdraw and therefore earn their failing grade. For the students who used the computerized software for this comprehensive exam, they prefer the software to manually completing the project. Funds need to be allocated each year for upgrades to the software and textbook.</p> <p><b>Implementation Status:</b> 03/02/2012 - AC100 is an introductory class and many students enroll in the class and later drop. The Comprehensive Projects assesses this SLO well as it has students apply their knowledge and show their skills. The accounting tutor who has been funded through a CTE grant is also a great addition, the program needs this dedicated and specialized type of tutor to assist students. Additional faculty is needed but due to funding this will continue to be a challenge. Enrollment for the program has also increased over</p>

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			<p><b>Implementation Status:</b> the years. The software for completing the Comprehensive electronically will need to be purchased should the textbook have a new edition released. As the program continues to grow more funds should be directed to the program.</p>
<p>Accounting AS - AC100 (formerly AC115) - Fundamentals of Bookkeeping and Accounting - Basics Using Special Journals 1 - SLO#3 FA10-SP12: Upon successful completion of this course, students will be able to perform accounting procedures to journalize and post business transactions using special journals for a merchandise business. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> A comprehensive accounting cycle problem consisting of subsidiary ledgers and special journals will be administered near the end of the course.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Capstone Experience</p> <p><b>Criterion ( Written in % ):</b> Students will score a 70% or better on the capstone experience.</p> <p><b>Related Documents:</b> <a href="#">Comprehensive 2 Samples</a></p>	<p>03/13/2011 - Fall 2010, there were 2 AC100 classes by the end of the semester only N=21 students submitted this Comprehensive Project 2. Of these students 19 or 90% scored a 70% of better on this project. Spring 2011, there were 2 AC1001 classes by the end of the semester only N=19 students submitted this Comprehensive Project 2. Of these students 16 or 84% scored a 70% or better on this project.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Data Collection Status</p> <p><b>Budget Implications:</b> Over \$500</p> <p><b>Notes:</b> There is only one FTE for the accounting program. This class is a prerequisite for AC101/211. P.Pangelinan accounting faculty wrote a CTE grant which allowed her to purchase accounting software compatible with the textbook to allow students the opportunity to work on the Comprehensive's electronically rather than manually.</p> <p><b>Budget Related Performance Indicators:</b> If the textbook changes to a new edition, another software will have to be</p>	<p>11/02/2011 - Comp 2 continues to be a good assessment tool of the skills that the students have learned in this class. But for those students who do not complete the class for whatever reason they fail the class and do not submit the necessary project, it is extremely difficult to gauge their thoughts. The IDEA survey conducted by the college will provide the faculty with the students thoughts on the class.</p> <p><b>Implementation Status:</b> 03/02/2012 - The IDEA survey has provided the faculty with some input of the students perceptions about the class and will make necessary changes such as adding more group activities that can be done in class. As the program continues to grow more funds should be directed to the program to support tutors, additional faculty and technology resources.</p>

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		<p>purchased. The accounting program budget needs to be expanded to accommodate this. Another thing is to start considering adding an additional Accounting faculty.</p> <p><b>Related Documents:</b>  <a href="#">Samples of Comprehensive 2 Manual Comp2</a>  <a href="#">Fall 2010 Grades</a></p>	
<p>Accounting AS - AC101 (now AC211) - Accounting Principles I - Principles &amp; Concepts 1 - SLO # 1 FA10-SP12:  Upon successful completion of this course, students will be able to interpret and apply accounting principles and concepts to record and report business financial data for effective management decision making.  (Created By Accounting AS)</p> <p><b>Start Date:</b>  10/11/2010</p> <p><b>End Date:</b>  03/11/2012</p> <p><b>Course Outcome Status:</b>  Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b>  N/A</p> <p><b>Course-level SLO Plan reflects/incorporates:</b>  Use and Implementation of Results from the previous cycle</p> <p><b>Notes from pull/drop down list above:</b>  P.Pangelinan acquired through a CTE grant General Ledger software usable with the 23rd edition textbook for students to do problems as well as the Comprehensive Projects associated with this course.</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b>  Comprehensive projects</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b>  Course Projects</p> <p><b>Criterion ( Written in % ):</b>  75% of projects submitted should pass with a score of 75% or better.</p> <p><b>Related Documents:</b>  <a href="#">AC211 Comp1 Sample of A</a>  <a href="#">AC101 Syllabi</a></p>	<p>03/13/2011 - Fall 2010, N = 3 students completed &amp; submitted Comprehensive 3 manually. 2/3 (67%) scored 75% of better.</p> <p><b>Summary of Result Type:</b>  Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b>  Course Level Data Collection Status</p> <p><b>Budget Implications:</b>  Over \$5,000</p> <p><b>Notes:</b>  Currently most of the accounting courses are taught by one faculty, previously the program had 2 FTE. This faculty is also the program administrator for a CTE grant for the program which was used to purchase software, hire an accounting tutor, etc.</p> <p><b>Budget Related Performance Indicators:</b>  Another accounting staff needs to be seriously considered as the program grows and more duties pertaining to accreditation / assessment is placed on one individual.</p> <p><b>Related Documents:</b>  <a href="#">AC101/211 Comp 3</a>  <a href="#">AC211 Comp 3 Book</a>  <a href="#">AC101/211 Comp3 Sample "B"</a></p>	<p>12/15/2011 - The comprehensive 3 continues to be a good tool. It also involves making a Bank Reconciliation, which is useful for SLO# 3. This data supports that the tutor that we have started using in the Spring 2011 semester has helped the students in the program.</p> <p><b>Implementation Status:</b>  03/02/2012 - As the program continues to grow more funds should be directed to the program to support tutors, additional faculty and technology resources.</p> <hr/> <p>03/13/2011 - The students completed this Comprehensive Manually, but voiced that it was extremely time consuming and took them over 4 hours to complete. As a way to assist them -- via the CTE grant the program purchased the GL K&amp;A software. This will be used later in the semester.</p> <p><b>Implementation Status:</b></p>



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			<b>Implementation Status:</b> 03/02/2012 - The GL K&A Software has been great, we have used it now for 3 semesters. As the program continues to grow more funds should be directed to the program to support tutors, additional faculty and technology resources.
Accounting AS - AC101 (now AC211) - Accounting Principles I - Internal Controls for Cash 1 - SLO #4 FA10-SP12 Upon successful completion of this course, students will be able to perform bank reconciliations for business records and maintain petty cash systems. (Created By Accounting AS) <b>Start Date:</b> 10/11/2010 <b>End Date:</b> 03/11/2012 <b>Course Outcome Status:</b> Currently being assessed <b>Capstone Course/CTE Related Course:</b> N/A	<b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students to complete a bank reconciliation and setup/replenish petty cash. <b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Faculty-developed tests <b>Criterion ( Written in % ):</b> 70% of students taking this test will get a score of 70% or better.	03/13/2011 - Fall 2010 of the N = 7 students who took a quiz which covered this material only 2/7 students or 29% got a score of 70% or better. <b>Summary of Result Type:</b> Issues Found <b>Data Collection Status/Summary of Result Status:</b> Course Level Data Collection Status <b>Budget Implications:</b> Over \$5,000 <b>Notes:</b> Another accounting faculty is needed to continue to grow the program & track the over 80 declared majors. <b>Budget Related Performance Indicators:</b> New faculty needs to be budgeted into the program.	03/13/2011 - Instead of a quiz, an assignment should have been given/collected wherein students should complete a bank reconciliation / petty cash. This way students will not feel time pressure when completing this assignment.  <b>Implementation Status:</b> 03/02/2012 - An activity will be designed that will allow students to apply their knowledge on bank reconciliation and cash.
	<b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will complete an assignment where they need to complete a bank reconciliation and/or maintain petty cash systems.  <b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests <b>Criterion ( Written in % ):</b> Students will score 70% or better on this assignment.		

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<p>Accounting AS - AC101 (now AC211) - Accounting Principles I - Inventory Costing Methods 1 - SLO #5 FA10-SP12 Upon successful completion of this course, students will be able to demonstrate the ability to calculate inventory data using various types of inventory costing methods. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will complete a problem from the textbook/with working papers to journalize transactions related to inventory costing methods.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b> 70% of students taking the test will score a 70% or better on this assessment.</p>	<p>03/13/2011 - Fall 2010 of the N=3 students who submitted these problems 3/3 or 100% did really well on this and scored a 90% or higher.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Data Collection Status</p> <p><b>Budget Implications:</b> No budget impact</p> <p><b>Notes:</b> Additional FTE for the accounting program should be considered as the program is growing and has about 8 courses offered each semester.</p> <p><b>Budget Related Performance Indicators:</b> The department chair under which the accounting program falls needs to ensure that the program gets an adequate budget for materials/resources/memberships and another FTE.</p>	<p>03/13/2011 - This course at the start of the Fall 2010 semester started with 10 students, but by the end of the semester only 5 stayed registered and only 3 students or 30% actually completed the requirements for the class. Upon reviewing attendance of students -- attendance is a key factor to the success of the students. The students who did not complete the projects attended the class less than 50% of the time.</p> <p><b>Implementation Status:</b> 03/02/2012 - Students completing the class continues to be a challenge. The IDEA survey has provided the faculty with some input of the students perceptions about the class and will make necessary changes such as adding more group activities that can be done in class. As the program continues to grow more funds should be directed to the program to support tutors, additional faculty and technology resources.</p>
<p>Accounting AS - AC102 (now AC212) - Accounting Principles II - Corporation Financial Statements 1 - SLO #5 FA10-SP12 Upon successful completion of this course, students will be able to demonstrate proficiency to prepare corporation financial statements including the statement of cash flows. (Created By Accounting AS)</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will complete a problem from the textbook/with working papers and prepare corporation financial statement ie. Income statement, Statement of Owners Equity, Balance sheet, and Statement of Cash flows.</p>	<p>03/13/2011 - Fall 2010 this course was offered N=8 students. When they completed the assignments in class they all participated in class discussions for the assignment and 100% earned scores above 70%.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result</b></p>	<p>03/13/2011 - It is disappointing to note that on assignments the students seem to do the textbook related assignments, but do not spend time in reading and understanding concepts as quizzes generally have scores below 70%. But they all submitted a paper in</p>



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<p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b> 70% of students completing this test will be able to earn a score of 70% or better on this exam.</p> <p><b>Related Documents:</b> <a href="#">AC102 Syllabi</a></p>	<p><b>Status:</b> Course Level Data Collection Status</p> <p><b>Budget Implications:</b> No budget impact</p> <p><b>Notes:</b> Consider adding another FTE to the accounting program.</p> <p><b>Budget Related Performance Indicators:</b> The college needs to examine and find funding for another Accounting FTE.</p>	<p>which they had to choose a publicly traded company and analyze whether they would make a recommendation to buy or not buy their stock. All the students did the papers, which overall were satisfactory by reviewing the companies annual reports. In fact one student was able to win a competition and earn \$500 for her paper on Apple.</p> <p><b>Implementation Status:</b> 03/02/2012 - See comments on AC212.</p>
<p>Accounting AS - AC102 (now AC212) - Accounting Principles II - Stockholder Equity Transactions 1 - SLO # 1 FA10-SP12: Upon successful completion of this course, students will be able to analyze and record journal entries for corporations dealing with stockholder's equity of a corporation. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will complete a problem from the textbook/working papers to journalize transactions related to corporations dealing with stockholder's equity of a corporation.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b> Students will score a 70% or better on the textbook problem.</p> <p><b>Related Documents:</b> <a href="#">AC212 Comp 4</a></p>	<p>10/08/2011 - Fall 2010, had N=8 students 100% completed the assignments necessary with scores above 70% for homework and assignments. But their quiz results were quite low and disappointing as these usually tested theory &amp; concepts. Spring 2010, this class was offered but cancelled due to low enrollment.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Data Collection Status</p> <p><b>Budget Implications:</b> Over \$5,000</p> <p><b>Notes:</b> Consider augmenting the accounting program by hiring an additional FTE.</p> <p><b>Budget Related Performance Indicators:</b> Since the retirement of Ms. Bouchard-Miller, the program has been under the direction of Ms. P.Pangelinan. She was granted money through a CTE grant to purchase software &amp; hire tutors, but she</p>	<p>10/06/2011 - AC212 was offered in Fall 2011, this class is a combination of AC102/103.</p> <p><b>Implementation Status:</b> 03/02/2012 - See comments on AC212.</p> <p>03/13/2011 - This course was recently consolidated with AC103 and will be a 4 credit class. Hopefully by doing this students can see how these two classes are more directly related.</p> <p><b>Implementation Status:</b> 03/02/2012 - See comments on AC212.</p>

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		<p>must devote her time to teaching 5 to 6 accounting classes/advising the growing number of students/managing the grant/and other items.</p> <p><b>Related Documents:</b>  <a href="#">AC102/212 Sample A Stock Equity</a>  <a href="#">AC102 Grades</a></p>	
<p>Accounting AS - AC102 (now AC212) - Accounting Principles II - Financial Ratio Analy 1 - SLO#2 FA10-SP12  Upon successful completion of this course, students will be able to apply financial statement analysis to assess the solvency and profitability of a business. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/12/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b>  Students will complete a problem from the textbook/working papers and score a 70% or better on the assignment.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b>  Textbook/Author Designed Tests</p>	<p>10/06/2011 - Spring 2011 AC102 was offered but the class was cancelled, due to low enrollment. AC212 class was offered in Fall 2011, and this SLO will be assessed again at that time.</p> <p><b>Summary of Result Type:</b>  Issues Found</p> <p><b>Data Collection Status/Summary of Result Status:</b>  Course Level Data Collection Status</p> <p><b>Budget Implications:</b>  Over \$500</p> <p><b>Notes:</b>  This class requires the Klooster and Allen General Ledger software as does the AC101/102/103 now AC211/212 combo. The software program allows students to work on a computerized Accounting Info System. Each time the textbook changes a new program needs to be purchased together with the software.</p> <p><b>Budget Related Performance Indicators:</b>  The accounting program will need a larger budget to allow for the purchase of this software. The last two times the software was purchased, grant funds were used.</p> <p>03/13/2011 - Fall 2010, N=8 students, instead of completing a problem from the textbook. Students had to analyze a company and using financial statment analysis and ratios defend their recommendation to purchase or not purchase the companies stock. Overall the papers were satisfactory and covered what</p>	<p>01/11/2012 - AC102 was changed mid-assessment to AC212. This SLO will be assessed using Fall 2011 data and placed under AC212.</p> <p><b>Implementation Status:</b>  03/02/2012 - See comments on AC212.</p> <p>03/13/2011 - A paper was given instead of the usual textbook related problem, due to the APAFS contest for GCC students. This paper really took a lot of convincing for the students to do. They feel that their writing skills are</p>

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		<p>normally would have been assessed using a textbook generated problem.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Data Collection Status</p> <p><b>Budget Implications:</b> Over \$5,000</p> <p><b>Notes:</b> Consider hiring additional FTE for accounting program.</p> <p><b>Budget Related Performance Indicators:</b> Consider hiring additional FTE for the accounting program.</p>	<p>extremely weak and they would prefer instead to do assignments from the textbook. But as part of the Institutional Learning outcomes, I will continue to try &amp; integrate more writing projects into our accounting classes.</p> <p><b>Implementation Status:</b> 03/02/2012 - See comments on AC212.</p>
<p>Accounting AS - AC103 (now AC212) - Accounting Principles III - Job and Process Costing Methods - SLO#1 FA10-SP12 Upon successful completion of this course, students will be able to perform accounting tasks essential for financial management of a manufacturing business using both job order and process costing accounting systems. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/12/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will perform accounting tasks essential for financial management of a manufacturing business using both job order and process costing accounting systems.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b> 70% of the students who take the exam will pass with a score of 70% or better.</p> <p><b>Related Documents:</b> <a href="#">AC103 Syllabi</a></p>	<p>10/08/2011 - On problems assigned from the book, N=7 students submitted the exercises. When they took the Comprehensive 5 exam, only 5 of the 7 (71%) passed with a score of 70% or better. They were able to perform all of the required tasks but did not get the best solution chosen.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Data Collection Status</p> <p><b>Budget Implications:</b> Over \$5,000</p> <p><b>Notes:</b> Hiring another accounting faculty will enable the program to be grow and service more students.</p> <p><b>Budget Related Performance Indicators:</b> The Budget for 2012 does not include another faculty, the GCC Fact Book shows that the accounting program has grown. Due to this growth another faculty member for the program should be determined.</p>	<p>10/10/2011 - This assessment could be improved if instead of a textbook problem, students had a real-life problem ie a service learning project. This has been difficult to do as Habitat for Humanity who was our partner for the projects has asked us instead to help them with other efforts (not with the house construction projects). P. Pangelinan is looking for another community based organization to assist.</p> <p><b>Implementation Status:</b> 03/02/2012 - See AC212 Implementation Status.</p>

Course SLO Description	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<b>Related Documents:</b> <a href="#">AC103 grades Spring 2011</a>	
<p>Accounting AS - AC103 (now AC212) - Accounting Principles III - Cost Behavior - SLO#2 FA10-SP12</p> <p>Upon successful completion of this course, students will be able to analyze the cost behavior of all expenses of a manufacturing business for internal decision making by management. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/12/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will complete from the textbook/working papers a problem which covers this type of situation.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b> Students will score a 70% or better on the textbook problem.</p>	<p>02/11/2012 - Comprehensive 5 is the assessment used to assess this SLO. N = 7 students submitted this comprehensive. 5 of the 7 (71%) passed with a score of 70% or better.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Implementation Status</p> <p><b>Budget Implications:</b> No budget impact</p> <p><b>Notes:</b> Additional faculty are needed for the department, if possible the faculty should be versed in Accounting, Supervision &amp; Management , as well as Marketing.</p> <p><b>Budget Related Performance Indicators:</b> The following years budget should have additional faculty for the programs.</p>	<p>02/11/2012 - This assessment is a good tool. Students though would prefer a real - life situation versus a text book problem. Finding a service learning project which relates this SLO would be a good fit, but finding a CBO that is into manufacturing in remote.</p> <p><b>Implementation Status:</b> 02/11/2012 - Service learning projects that implement these SLO's would be ideal but finding a Community Based Organization, willing to work with us is proving difficult.</p>
<p>Accounting AS - AC103 (now AC212) - Accounting Principles III - Preparation of Budgets - SLO # 3 FA10-SP12</p> <p>Upon successful completion of this course, students will be able to explore the process of preparing budgets for a manufacturing business. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/12/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will be able to create a budget for a business.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Faculty-developed tests</p> <p><b>Criterion ( Written in % ):</b> 70% of the students will be able to create the specified budget.</p>	<p>02/11/2012 - Comprehensive 5 from the textbook allowed students to create a budget. N = 7 students submitted this project. 5 of the 7 (71%) passed with a score of 70% or better.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Open</p> <p><b>Budget Implications:</b> No budget impact</p> <p><b>Notes:</b> Additional faculty for the program needs to be added. The program is growing and so are other programs in the department. The additional faculty will need experience</p>	<p>02/11/2012 - This assessment continues to be a good tool. It could be improved if it was a Service Learning Project.</p> <p><b>Implementation Status:</b> 03/02/2012 - A community based organization to assist with in creating a budget to make this a service learning project is still being evaluated.</p> <p>02/11/2012 - Accounting faculty have joined professional organizations to see how they and the students can become</p>

Course SLO Description	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>in Accounting/Supervision &amp; Management / Marketing.</p> <p><b>Budget Related Performance Indicators:</b> The next fiscal budget should include for additional faculty.</p>	<p><b>Implementation Status:</b> involved in a service-learning project (SLP) beneficial for both. Right now the drawback of SLP is that many students feel they have no time for these extra projects due to them working full time &amp; attending classes at night. Faculty continue to look for projects that will meet the needs of the students and CBO.</p>
<p>Accounting AS - AC110 - Payroll Accounting - Overview of Payroll System (Copy) - SLO # 1 FA10-SP12</p> <p>Upon successful completion of this course, students will be able to develop an understanding of the personnel and payroll records that provide the information required under the numerous laws affecting the operations of a payroll system. (Created By Accounting AS)</p> <p><b>Assessment Cycle Domain Type:</b> SLO-Cognitive outcomes</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Computerized &amp; Manual accounting payroll projects are used to ensure that students have developed the necessary skills for handling payroll.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Course Projects</p> <p><b>Criterion ( Written in % ):</b> 70% of students submitting the project should score a grade of 60% or better.</p> <p><b>Related Documents:</b> <a href="#">AC110 Syllabi</a> <a href="#">AC110 Manual Payroll Project A</a></p>	<p>02/11/2012 - Spring 2011, N = 17 students registered for the class. 12 submitted projects, but only 10 students scored a 60% or better. 5 received a 0 since they did not submit either the manual or computerized project. All 7 students who did not pass -- had poor attendance and did not do their assignments regularly.</p> <p><b>Summary of Result Type:</b> Issues Found</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Implementation Status</p> <p><b>Budget Implications:</b> No budget impact</p> <p><b>Notes:</b> The textbook used with this course has software that allows students to complete the projects manually &amp; computerized. The good thing is this is sold together with the text. Another faculty can be utilized in the program to augment the program.</p> <p><b>Budget Related Performance Indicators:</b> The next years budget should include additional faculty for the department.</p>	<p>02/11/2012 - This SLO can probably be better evaluated using a quiz or test which the students would be asked to identify the numerous laws applicable to payroll.</p> <p><b>Implementation Status:</b> 02/11/2012 - Spring 2012, an additional Achievement quiz will be given at the end of each chapter to ensure that students are correctly assessed on the SLO.</p>
Accounting AS - AC110 - Payroll Accounting - Application of Payroll Laws (Copy) - SLO#	<b>Artifact/Instrument/Rubric/Method/Tool Description:</b>	02/11/2012 - Spring 2011, quizzes after chapters were given and at the end of chapters 2-6	



Course SLO Description	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>2 FA10-SP12 Upon successful completion of this course, students will be able to calculate wages, employees earning records, and a payroll register applying all payroll laws that are applicable and current. (Created By Accounting AS)</p> <p><b>Assessment Cycle Domain Type:</b> SLO-Behavioral outcomes</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p>Quizzes after each chapter will be given to students.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b> Students taking the quiz will be able to score 60% or better.</p>	<p>students had to complete a continuing problem -- involving a payroll register. N = 17 students registered for the class, 15 submitted these comprehensive and 100% of these submittals scored 60% or better.</p> <p><b>Summary of Result Type:</b> Issues Found</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Implementation Status</p> <p><b>Budget Implications:</b> No budget impact</p> <p><b>Notes:</b> Additional faculty continues to be needed for the program.</p> <p><b>Budget Related Performance Indicators:</b> The following years budget needs to include additional faculty to augment the program.</p>	<p>02/11/2012 - Students need to be motivated to read their textbooks for a deeper understanding of material. Quizzes which normally are given to check their comprehension of the chapter generally tend to have poor results. But when assessing their skills with demonstrations. The students tend to do much better. This is a concern though as many certification exams involve comprehension and understanding tested via a multiple choice type exam.</p> <p><b>Implementation Status:</b> 02/11/2012 - This Spring 2012, quizzes will be given that engage the student's comprehension and allows the the opportunity to demonstrate their knowledge.</p>
<p>Accounting AS - AC110 - Payroll Accounting - Capstone Experience for Payroll Processing (Copy) - SLO# 4 FA10-SP12 Upon successful completion of this course, students will be able to process a four-month payroll period for a business using two methods: manual and computerized. (Created By Accounting AS)</p> <p><b>Assessment Cycle Domain Type:</b> SLO-Behavioral outcomes</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will process a 3-month payroll period for a business using two methods: manual and computerized.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Capstone Experience</p> <p><b>Criterion ( Written in % ):</b> Students will score 75% or better on the three-month payroll project.</p> <p><b>Related Documents:</b> <a href="#">AC110 Manual Project Sample</a></p>	<p>10/06/2011 - Spring 2011, N=17 students registered for the class. 12 submitted projects, but only 10 scored a 75% or better. 5 received a 0 since they did not submit either the manual or the computerized. All the 7 students who did not pass had poor attendance in the class and did not do assignments regularly. Their grade reflects their effort.</p> <p><b>Summary of Result Type:</b> Criterion Not Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Implementation Status</p> <p><b>Budget Implications:</b> Over \$5,000</p> <p><b>Notes:</b></p>	<p>12/15/2011 - This project continues to be a good tool in assessing what the students have learned. Their main complaint though is the amount of time it takes to do the manual portion. Consider dropping the manual portion of the project.</p> <p><b>Implementation Status:</b> 03/02/2012 - The manual project is still necessary as the computerized does not allow for the printout of the end of year forms so this portion will need to</p>

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<b>Capstone Course/CTE Related Course:</b> N/A		<p>The computerized program for the textbook will need to be installed in the computer labs to give students access to complete their projects.</p> <p><b>Budget Related Performance Indicators:</b> Our computer labs on the college need to be upgraded to run multiple programs.</p> <p><b>Related Documents:</b>  <a href="#">AC110 Grades</a>  <a href="#">AC110 Sample of Manual Project</a> </p>	<p><b>Implementation Status:</b> be continued. The instructor will remind students to start earlier on the project instead of waiting till the last minute.</p>
<p>Accounting AS - AC150 - Federal Income Tax I - Definition (Copy) - SLO #1 FA10-SP12</p> <p>Upon successful completion of this course, students will be able to discuss what the federal income tax is and distinguish it from other types of federal taxes. (Created By</p> <p><b>Assessment Cycle Domain Type:</b> SLO-Cognitive outcomes</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Student's will complete an exam that will test their knowledge about federal taxes.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Faculty-developed tests</p> <p><b>Criterion ( Written in % ):</b> Students will score 70% or higher on this exam</p> <p><b>Related Documents:</b>  <a href="#">AC150 Exam</a> </p>	<p>01/14/2012 - Adjunct instructor provided examples but no scores from exams to determine criterion.</p> <p><b>Summary of Result Type:</b> Issues Found</p> <p><b>Data Collection Status/Summary of Result Status:</b> Open</p> <p><b>Budget Implications:</b> Over \$5,000</p> <p><b>Notes:</b> New faculty for the accounting program should be hired to assist with teaching assignments.</p> <p><b>Budget Related Performance Indicators:</b> A budget request for FY 2012-2013 needs to include hiring additional teaching faculty for the program.</p> <p><b>Related Documents:</b>  <a href="#">AC150 Exam</a> </p>	<p>01/14/2012 - The department chair needs to remind adjunct faculty of the assessment needs of the college at the time of hiring and prior to the end of the semester to ensure that necessary assessment tool are part of their teaching duties.</p> <p><b>Implementation Status:</b> 03/02/2012 - The program writer has spoken with the department chair to ensure that adjunct faculty are reminded of the necessary requirements for assessments. The college should consider hiring another full-time accounting faculty.</p>
<p>Accounting AS - AC150 - Federal Income Tax I - Compare Taxes (Copy) - SLO # 2 FA10-SP12</p> <p>Upon successful completion of this course, students will be able to distinguish between the regular income tax and the alternative</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Test to be administed by instructor on regular income tax vs. alternative minimum tax.</p> <p><b>Type of</b></p>	<p>01/14/2012 - Adjunct provided examples but no scores to determine criterion.</p> <p><b>Summary of Result Type:</b> Issues Found</p> <p><b>Data Collection Status/Summary of Result Status:</b></p>	<p>01/14/2012 - Department chair needs to remind faculty prior to the semester about the need to collect assessment artifacts and ensure that the criterion is included in the next assessment cycle.</p>



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<p>minimum tax. (Created By Accounting AS)</p> <p><b>Assessment Cycle Domain Type:</b> SLO-Cognitive outcomes</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b> 70% of students taking this exam will score 70% or better.</p> <p><b>Related Documents:</b> <a href="#">AC150 Sample Test 3</a></p>	<p>Open</p> <p><b>Budget Implications:</b> Over \$5,000</p> <p><b>Notes:</b> Additional accounting faculty should be brought on board.</p> <p><b>Budget Related Performance Indicators:</b> FY 2012-2013 should included additional accounting faculty to the college.</p> <p><b>Related Documents:</b> <a href="#">AC150 Sample Test 3</a></p>	<p><b>Implementation Status:</b> 03/02/2012 - As the program continues to grow more funds should be directed to the program to support tutors, additional faculty and technology resources.</p>
<p>Accounting AS - AC150 - Federal Income Tax I - Tax Objectives (Copy) - SLO #4 FA10-SP12</p> <p>Upon successful completion of this course, students will be able to list the objectives of the federal income tax laws. (Created By Accounting AS)</p> <p><b>Assessment Cycle Domain Type:</b> SLO-Behavioral outcomes</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will complete a test where in they must be able to list the objectives of the federal income tax laws.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b> 70% of the students who take this test will get a score of 70% or better.</p>	<p>01/14/2012 - Adjunct was not able to provide examples of this test nor were they able to provide scores to determine criterion.</p> <p><b>Summary of Result Type:</b> Issues Found</p> <p><b>Data Collection Status/Summary of Result Status:</b> Open</p> <p><b>Budget Implications:</b> Over \$5,000</p> <p><b>Notes:</b> Additional Accounting faculty should be added to the college.</p> <p><b>Budget Related Performance Indicators:</b> FY 2012-2013 should include additional accounting faculty.</p>	<p>01/14/2012 - The department chair needs to ensure that faculty teaching courses collect data and provide samples for assessment. Reminders should be sent throughout the semester.</p> <p><b>Implementation Status:</b> 03/02/2012 - As the program continues to grow more funds should be directed to the program to support tutors, additional faculty and technology resources.</p> <p>03/02/2012 - The department chair will be responsible for collecting the necessary assessment data / samples from the adjunct faculty.</p>
<p>Accounting AS - AC210 - Introduction to Financial Management - Stock and Bond Valuations - SLO# 4 FA2010-SP2012</p> <p>Upon successful completion of this course, students will be able to perform valuations</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Stock project with competition.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b></p>	<p>10/08/2011 - 6 Students entered the project competition but only 3 students 50% completed the remaining items required as part of the competition. The students that did not complete</p>	<p>11/15/2011 - This course is very similar to a course being offered at University of Guam. Students recommend that this class be</p>

Course SLO Description	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>of stocks and bonds. (Created By Accounting AS)</p> <p><b>Start Date:</b> 08/01/2011</p> <p><b>End Date:</b> 05/10/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p> <p><b>Course-level SLO Plan reflects/incorporates:</b> Other</p> <p><b>Notes from pull/drop down list above:</b> Based on surveys from students this course needs to be articulated to a university.</p>	<p>Essay Questions</p> <p><b>Criterion ( Written in % ):</b> Students will participate in this stock project with a score of 70% or better.</p> <p><b>Related Documents:</b> <a href="#">AC210 Grades Stock Project</a></p>	<p>the project had personal problems and were urged to withdraw from the class.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Data Collection Status</p> <p><b>Budget Implications:</b> Over \$5,000</p> <p><b>Notes:</b> For the Spring 2012 semester, an adjunct faculty will teach this course.</p> <p><b>Budget Related Performance Indicators:</b> The 2012 Budget does not include adding another faculty to the accounting program.</p> <p><b>Related Documents:</b> <a href="#">AC210 Grades Spring 2011</a></p>	<p>articulated.</p> <p><b>Implementation Status:</b> 03/02/2012 - As the program continues to grow more funds should be directed to the program to support tutors, additional faculty and technology resources.</p> <p>03/02/2012 - P.Pangelinan has tried to contact UOG to discuss articulation of the course but due to changes in department leadership no final answers have come out. She is in the process of revising the course guide.</p>
<p>Accounting AS - AC210 - Introduction to Financial Management - Financial Ratio Analysis (Copy) - SLO # 1 FA10-SP12: Upon successful completion of this course, students will be able to interpret and apply financial ratios to financial statements to evaluate future prospects of the business. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Test will be given to have students apply and interpret financial ratios to financial statements.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b> 70% of students taking the exam will earn a grade of 60% or better.</p> <p><b>Related Documents:</b> <a href="#">AC210 Syllabi</a></p>	<p>10/08/2011 - Spring 2011, on Test 1 (covering Ch1-4), N = 6 students took the exam and all scored 60% or better.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Data Collection Status</p> <p><b>Budget Implications:</b> Over \$5,000</p> <p><b>Notes:</b> Another accounting faculty is necessary. In Spring 2012 the accounting program is offering 10 courses.</p> <p><b>Budget Related Performance Indicators:</b> Since the retirement of B. Miller in Fall 2009, the accounting program has been short one faculty. The Budget for 2012 does not include filling this position. If all these 10 classes make in the Spring, it warrants adding another FTE for the program.</p>	<p>10/08/2011 - The course needs to be articulated to the University of Guam. Students when surveyed voiced that more classes need to articulate to a university.</p> <p><b>Implementation Status:</b> 03/02/2012 - As the program continues to grow more funds should be directed to the program to support tutors, additional faculty and technology resources.</p>

Course SLO Description	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Accounting AS - AC210 - Introduction to Financial Management - Market Interest Rate (Copy) - SLO # 2 FA10-SP12</p> <p>Upon successful completion of this course, students will be able to define markets and determine the market interest rate using various universal tools. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Test to be administered to have students define markets and determine the market interest rate using various universal tools.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b> 70% of students taking this exam will score 60% or higher.</p>	<p>02/11/2012 - Spring 2011, test 1 (covered ch 1-2), chapter 2 was the chapter that covered this SLO. Homework instead was collected for selected items that assessed if N = 7 students met this SLO. 5 out of 7 (71% ) submitted this assignment. All or 100% scored a 60% or higher on this homework.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Implementation Status</p> <p><b>Budget Implications:</b> Over \$5,000</p> <p><b>Notes:</b> Spring 2012, an adjunct instructor taught the course. The program can use additional faculty to augment the program.</p> <p><b>Budget Related Performance Indicators:</b> The 2012 budget does not include additional faculty, but 2013 should be expanded to include this.</p>	<p>02/11/2012 - This course guide will be reviewed to see if it can be articulated to UOG Course BA320 Basic Business Finance</p> <p><b>Implementation Status:</b> 02/11/2012 - The course guide revision for AC210 will be submitted before the end of Spring 2012.</p>
<p>Accounting AS - AC210 - Introduction to Financial Management - Time Value of Money (Copy) - SLO # 5 FA10-SP12</p> <p>Upon successful completion of this course, students will be able to calculate present value and future value of a cash flow problem. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will problems from the textbook related present values and future values.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b> 70% of students who take this exam will receive a score of 60% of better.</p>	<p>01/14/2012 - Spring 2011, N=7 students started, N = 6 students completed the course. 6 took the test and 5 scored a 60% or better or 83%.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Implementation Status</p> <p><b>Budget Implications:</b> Over \$5,000</p> <p><b>Notes:</b> Additional accounting faculty is necessary to augment the program.</p> <p><b>Budget Related Performance Indicators:</b> Budget 2012 did not initially include, but at the department mtg Jan 13. it was</p>	<p>02/11/2012 - The test continues to be a good tool to check the students understanding of these concepts.</p> <p><b>Implementation Status:</b> 03/02/2012 - February 2012, provided adjunct faculty with Assessment Report for the class. He needs to collect this data to show how the students are performing under this assessment as well as artifacts. 02/11/2012 - An adjunct faculty is teaching AC210 this Spring</p>

Course SLO Description	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		mentioned that the budget may be revised for next fiscal year to include. <b>Related Documents:</b> <a href="#">AC210 Grades</a>	<b>Implementation Status:</b> 2012. P.Pangelinan has provided him with the syllabi that was used last semester and has spoken to him a few times about the class. Need to let him know about the assessment requirements for the program.
Accounting AS - AC211 (formerly AC101) - Accounting Principles I - Steps of Accounting Cycle for Merchandising Business - SLO#2 FA10-SP12 Upon successful completion of this course, students will be able to demonstrate the proper procedures to perform all the steps of the accounting cycle for a merchandising business. (Created By Accounting AS) <b>Start Date:</b> 10/11/2010 <b>End Date:</b> 03/11/2012 <b>Course Outcome Status:</b> Currently being assessed <b>Capstone Course/CTE Related Course:</b> N/A	<b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will perform all the steps of the accounting cycle for a merchandising business by completing a workbook assignment on the computer called Comprehensive Problem 2. <b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests <b>Criterion ( Written in % ):</b> Students will score a 70% or better on this assignment. It can be graded using the software (Klooster & Allen). <b>Related Documents:</b> <a href="#">AC211 Syllabi</a>	10/10/2011 - Spring 2011, was the first semester this 4 credit course was offered. Out of N=13 students registered for the class 12/13 submitted the Comprehensive Problem 2 electronically or 92% scored a grade of 70% or better. <b>Summary of Result Type:</b> Criterion Met <b>Data Collection Status/Summary of Result Status:</b> Course Level Implementation Status <b>Budget Implications:</b> Over \$500 <b>Notes:</b> This class requires the purchase of the General Ledger Klooster & Allen software for the students to complete some of the exercises from the textbook. The software gives them the opportunity to utilize an Accounting Information system. <b>Budget Related Performance Indicators:</b> Budget Year 2012 has a line item to include this type of resource material for the accounting classes. <b>Related Documents:</b> <a href="#">Grades Fall 2011 AC101</a>	12/10/2011 - This assessment continues to be a good tool in verifying this SLO.  <b>Implementation Status:</b> 03/02/2012 - As the program continues to grow more funds should be directed to the program to support tutors, additional faculty and technology resources. With an upcoming change in the edition of the textbook, the software (GL K&A) will need to be procured once again.
Accounting AS - AC211 (formerly AC101) - Accounting Principles I - Internal Controls - SLO#4 FA10-SP12 Upon successful completion of this class,	<b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will take an exam to describe the	11/02/2011 - Spring 2011, N = 13 students took this exam and on a scale of 1 to 10, 12/13 or 92% scored an 8 or 80% or better.	01/14/2012 - The preparation of a bank reconciliation was introduced in AC100 and is continued in

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<p>students will be able to perform a bank reconciliation for business records and maintain petty cash systems. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p>five components most widely accepted as the internal control framework in the United States.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Faculty-developed tests</p> <p><b>Criterion ( Written in % ):</b> On this exam, 70% of students taking the exam will score 70% or greater on it.</p>	<p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Data Collection Status</p> <p><b>Budget Implications:</b> Under \$500</p> <p><b>Notes:</b> This exam required students to do the bank reconciliation using Excel.</p> <p><b>Budget Related Performance Indicators:</b> The students need to continue to have access to a classroom with computers and a computer lab to do their assignments if they do not have their own. The college needs to continue to budget funds for technology.</p> <p><b>Related Documents:</b> <a href="#">AC211 Grades for Spring 2011</a></p>	<p>This continues to be a good assessment to reinforce and deepen teaching from a prior class.</p> <p><b>Implementation Status:</b> 03/02/2012 - As the program continues to grow more funds should be directed to the program to support tutors, additional faculty and technology resources.</p>
<p>Accounting AS - AC211 (formerly AC101) - Accounting Principles I - Inventory Costing - SLO#5 FA10-SP12</p> <p>Upon successful completion of this course, students will be able to demonstrate the ability to calculate inventory data using various types of inventory costing methods. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Test or assignment from textbook utilizing inventory methods exercises.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b> Students who complete this assignment or test will score a 70% or better on it.</p>	<p>01/14/2012 - N=13 students. Chapter 7 Inventories was a quiz created to test their knowledge on this topic. 100% scored a 70% or better on this quiz.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Implementation Status</p> <p><b>Budget Implications:</b> Over \$5,000</p> <p><b>Notes:</b> Additional accounting faculty needs to be hired for the program.</p> <p><b>Budget Related Performance Indicators:</b> The budget will need to be revised to include additional accounting faculty.</p> <p><b>Related Documents:</b> <a href="#">AC211 Grades for Spring 2011</a></p>	<p>01/14/2012 - This continues to be a good assessment tool. During the Fall semester, in the study of inventory a service-learning activity is usually planned utilizing a partnership with Guam Girl Scouts.</p> <p><b>Implementation Status:</b> 03/02/2012 - The partnership with the Guam Girl Scouts is a great Fall semester activity for the class to see the inventory chapter come to life. The text exercises continue to reinforce the methods. A SLP similar to what happens in the Fall should be found for the Spring semesters.</p>



Course SLO Description	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Accounting AS - AC212 (formerly AC102 &amp; AC103) - Accounting Principles II - Stockholder's Equity - SLO # 1 FA10-SP12: Upon successful completion of this course, students will be able to analyze and record journal entries for corporations dealing with stockholder's equity of a corporation. (Created By Accounting AS)</p> <p><b>Assessment Cycle Domain Type:</b> SLO-Cognitive outcomes</p> <p><b>Start Date:</b> 10/12/2010</p> <p><b>End Date:</b> 03/12/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p> <p><b>Course-level SLO Plan reflects/incorporates:</b> Other</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will complete a problem from the textbook/with working papers to journalize transactions related to corporations dealing with stockholder's equity of a corporation</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b> 70% of students who complete this assignment should get 70% or higher on this evaluation.</p>	<p>01/21/2012 - AC212 in the Fall 2011 was offered and it made. Comp 4 was the project assigned to evaluate this SLO. N =13 students enrolled for this course, only 10 submitted the project. The 10 who completed it had previously taken AC211 at GCC. The 3 who did not were cross-enrolled UOG students. The 10 who did submit all earned a score of 70% or higher on it.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Implementation Status</p> <p><b>Budget Implications:</b> Over \$500</p> <p><b>Notes:</b> This course also uses the Klooster &amp; Allen General Ledger Software. We have also introduced APLIA, a Learning Management System, to help students and faculty with meeting student learning outcomes. This semester it is being used on a trial basis.</p> <p><b>Budget Related Performance Indicators:</b> The college has added as part of the Budget 2012, money for the costs of accounting resources. APLIA is a cost that the student must bear to aid them with their work. It will be sold in the Spring as an add-on to their textbook.</p>	<p>01/21/2012 - Comp 4 continues to be a good tool to assess this SLO. Fall 2011 students had to complete the project using the K&amp;A software. Students stated that they liked using the software since they did not have to write as much as they did in prior courses. The college needs to continue to budget funds to purchase necessary software/resources for teaching this course.</p> <p><b>Implementation Status:</b> 03/02/2012 - We continue to have challenges. The APLIA software has not completely launched properly due to mix ups with the publisher &amp; bookstore. So currently it is an optional purchase for the students. As the program continues to grow more funds should be directed to the program to support tutors, additional faculty and technology resources.</p>
<p>Accounting AS - AC212 (formerly AC102 &amp; AC103) - Accounting Principles II - Prepare Financial Statements - SLO # 2 FA10-SP12: Upon successful completion of this course, students will be able to demonstrate proficiency to prepare corporation financial statements including the statement of cash flow. (Created By Accounting AS)</p> <p><b>Start Date:</b></p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will complete a problem from the text which requires the preparation of the various financial statements.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b></p>	<p>02/11/2012 - Fall 2011, N=13 students started the class but only =11 took the quizzes on CH. 16 &amp; 17 where in students had to prepare the financial statements with a statement of cash flows. Of these 11 students only 6 (55%) passed with a score of 70% or better.</p> <p><b>Summary of Result Type:</b> Criterion Not Met</p> <p><b>Data Collection Status/Summary of Result</b></p>	<p>02/11/2012 - As this was the first time this course was taught, it combined 2 courses. The longer class time was difficult to keep the students interested. Students many times left class early to attend to other things. Using class time to prepare financial statements in 45 minutes was</p>

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10/12/2010 <b>End Date:</b> 03/12/2012 <b>Course Outcome Status:</b> Currently being assessed <b>Capstone Course/CTE Related Course:</b> N/A	On this assessments 70% of students will get a 70% or better	<b>Status:</b> Course Level Implementation Status <b>Budget Implications:</b> No budget impact <b>Notes:</b> Additional faculty for the program is necessary to augment the various programs in the Business department. <b>Budget Related Performance Indicators:</b> The budget for 2013, needs to include additional faculty as the one in 2012 did not.  <b>Related Documents:</b> <a href="#">AC212 Grades Fall 2011</a>	difficult for students to do, many did not complete it. This Spring 2012, this assignment will be given instead as a take home assignment.  <b>Implementation Status:</b> 02/11/2012 - Need to collect this data as a do at home assignment during the Spring 2012 semester.
Accounting AS - AC212 (formerly AC102 & AC103) - Accounting Principles II - Manufacturing business - SLO # 3 FA10-SP12: Upon successful completion of this course, students will be able to contrast the accounting systems used by manufacturing businesses: job order and process costing. <b>Start Date:</b> 10/12/2010 <b>End Date:</b> 03/12/2012 <b>Course Outcome Status:</b> Currently being assessed <b>Capstone Course/CTE Related Course:</b> N/A	<b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will complete a problem from the textbook/with working papers to contrast accounting systems used by manufactures: job order or process costing. <b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Faculty-developed tests <b>Criterion ( Written in % ):</b> On this assessments 70% of students will get a 70% or better.	02/11/2012 - Fall 2011, Comprehensive 5 was assigned to N=11 students and only 10 submitted the project. Of these 10, 80% scored a 70% or better. <b>Summary of Result Type:</b> Criterion Met <b>Data Collection Status/Summary of Result Status:</b> Course Level Implementation Status <b>Budget Implications:</b> No budget impact <b>Notes:</b> There is a need to hire additional faculty for the program. <b>Budget Related Performance Indicators:</b> The budget for 2013 should include additional faculty for Accounting, Supervision & Management & Marketing. <b>Related Documents:</b> <a href="#">AC212 Grades Fall 2011</a> <a href="#">AC212 Comp 5 "A" sample</a>	02/14/2012 - The Comprehensive 5 continues to be a good tool.  <b>Implementation Status:</b> 03/02/2012 - With an upcoming change to the textbook edition, the college will need to purchase the GL K&A software for use with the text. As the program continues to grow more funds should be directed to the program to support tutors, additional faculty and technology resources.
Accounting AS - AC225 (formerly HS244) -			



Course SLO Description	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Hospitality Industry Accounting - Fundamental Skills - SLO FA10-SP12: Upon successful completion of this course, students will be able to develop mastery-level skills in the fundamentals of financial accounting for the global hospitality industry. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/12/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> AHLA Hospitality Financial Accounting Test will be administered during the semester.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Industry/National Standardized Exams</p> <p><b>Criterion ( Written in % ):</b> 60% of the students who take this test must score a 69% or better to gain certification.</p>	<p>02/12/2012 - Fall 2011, the class was cancelled due to low enrollment. Fall 2010, see SLO on National Certification.</p> <p><b>Summary of Result Type:</b> Issues Found</p> <p><b>Data Collection Status/Summary of Result Status:</b> Closed</p> <p><b>Budget Implications:</b> No budget impact</p> <p><b>Notes:</b> Due to low enrollment in Fall 2011 AC225 was cancelled.</p> <p><b>Budget Related Performance Indicators:</b> An adjunct faculty with Hospitality accounting experience is preferred to teach this course.</p>	<p>02/12/2012 - AC225 was cancelled due to low enrollment for Fall 2011, the class will be reoffered again in Fall 2012.</p> <p><b>Implementation Status:</b> 02/12/2012 - This course will be reoffered in Fall 2012.</p>
<p>Accounting AS - AC225 (formerly HS244) - Hospitality Industry Accounting - Special Journals - SLO FA10-SP12: Upon successful completion of this course, students will be able to discuss computerized accounting systems prevalent in hospitality businesses that use special journals and subsidiary ledgers. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/12/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> A quiz on the chapter regarding special journals will be conducted.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b> 70% of the students who take this exam will earn a score of 70% or better.</p>	<p>02/12/2012 - Fall 2011, the class was offered but cancelled due to low enrollment.</p> <p><b>Summary of Result Type:</b> Criterion Not Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Implementation Status</p> <p><b>Budget Implications:</b> No budget impact</p> <p><b>Notes:</b> The quiz on special journals will be administered when the class is offered and makes in Fall 2012.</p> <p><b>Budget Related Performance Indicators:</b> This class needs to be taught by an instructor with hospitality accounting experience.</p>	<p>02/12/2012 - This course is offered Fall only each semester. Students who were not able to take the class in the Fall have opted instead to do AC298 Accounting Coop. AC225 will be offered again in Fall 2012.</p> <p><b>Implementation Status:</b> 03/09/2012 - We should consider hiring additional full-time faculty as the program continues to grow. 02/12/2012 - This class continues to be offered yearly each Fall semester.</p>
<p>Accounting AS - AC225 (formerly HS244) - Hospitality Industry Accounting - National Certification - SLO FA10-SP12: Upon successful completion of this course,</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> An AH&amp;LA final examination of 100</p>	<p>03/13/2011 - Fall 2010 the class had 12 students at the start of the semester. By the end of the semester only 10 students were left registered,</p>	<p>12/15/2011 - Students who wanted to retake the certification exam are allowed to retake it once for</p>

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<p>students will be able to obtain the American Hotel &amp; Lodging Association certificate upon completion of all course requirements and successfully passing the national certification examination. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p> <p><b>Type of Industry National Certification:</b> American Hotel &amp; Lodging Association = Financial Accounting Exam for Hospitality industry.</p> <p><b>Course-level SLO Plan reflects/incorporates:</b> Use and Implementation of Results from the previous cycle</p>	<p>questions is provided for each registered student in the class. AH&amp;LA Certificates of Completion is awarded to students who successfully complete the Final Exam.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> National &amp; International Certification Exam</p> <p><b>Criterion ( Written in % ):</b> 70% of students who take the final exam will score a 69 or better, which is the minimum score needed to obtain the AH&amp;LA Certificate of Completion.</p> <p><b>Related Documents:</b> <a href="#">AC225 Syllabi</a></p>	<p>but only 9 took the Certification exam. Of the 9 who took the exam only 4 (44%) passed with a score of 69. Jan2011, 4 students took a retake of the exam and none passed. May 2011, 2 students retook the exam and 1 passed.</p> <p><b>Summary of Result Type:</b> Issues Found</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Data Collection Status</p> <p><b>Budget Implications:</b> Over \$5,000</p> <p><b>Notes:</b> This class continues to have poor test results. The instructor has even given students an opportunity to makeup the exam about a month after the first exam was taken. The results of the makeup exam still has not been received.</p> <p><b>Budget Related Performance Indicators:</b> Another Accounting Faculty should be considered.</p> <p><b>Related Documents:</b> <a href="#">AC225 Certification Fall 2010</a></p>	<p>free. After that they will need to pay another fee for the certification test. The test in May was for 2 students who paid a retake test fee. Students will be allowed to retake the test another 2 times, if they pay a retake test. This class was offered in Fall 2011, but was cancelled due to low enrollment.</p>
<p>Accounting AS - AC233 - Accounting on the Computer Using QuickBooks - Concepts and Theory - SLO#3 FA10-SP12</p> <p>Upon successful completion of this course, students will be able to review basic accounting principles and theory during the process of recording business transactions using the accounting software QuickBooks. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b></p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students have 3 projects to create using their textbook as a guide.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b> 70% of students completing the computerized simulation projects will score a minimum of 3.5/4.5 rubric designed to measure a computerized project.</p>		
	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will complete 3 projects as</p>	<p>02/12/2012 - Fall 2010 this course was taught by adjunct faculty, but the assessment results have not been provided.</p>	<p>02/12/2012 - The Department chair will need to follow-up with the adjunct on their assessment data</p>

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N/A	<p>required by their instructor as outlined in the course syllabus. These projects will put to use students understanding of various concepts &amp; theory. For example project 1) service, merchandising &amp; non-profit 2) Inventory &amp; Payroll 3) Bank Reconciliation and Financial Reports.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Course Projects</p> <p><b>Criterion ( Written in % ):</b> 70% of students will complete these projects as assigned.</p> <p><b>Related Documents:</b>  <a href="#">Syllabus for AC233 Fall 2010</a>  <a href="#">AC233 Project 1</a>  <a href="#">AC233 Project 1 Additional</a>  <a href="#">AC233 Proj 2 Grading Matrix</a>  <a href="#">AC233 Project 3 Grading Matrix</a> </p>	<p><b>Summary of Result Type:</b> Issues Found</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Data Collection Status</p> <p><b>Budget Implications:</b> No budget impact</p> <p><b>Notes:</b> Fall 2012 this course is being taught as a special project by an adjunct. The Department Chair needs to ensure that assessment requirements are collected from the adjunct.</p> <p><b>Budget Related Performance Indicators:</b> The Department chair will need to follow-up with the adjunct on their assessment data and their artifacts.</p>	<p>and their artifacts.</p> <p><b>Implementation Status:</b> 03/09/2012 - This course has been taught by adjunct faculty but to ensure that the program continues to provide students with the necessary skills and knowledge these adjunct faculty need to be held accountable for submitting the necessary assessment artifacts and data. Also we should consider hiring additional full-time faculty as the program continues to grow.</p> <p>02/12/2012 - Recommend continued assessment, if necessary the assessments/projects need to be saved and collected by the department chair from the adjuncts. These artifacts will need to be uploaded as part of the assessment process.</p>
<p>Accounting AS - AC233 - Accounting on the Computer Using QuickBooks - Terminology - SLO #4 FA10-SP12</p> <p>Upon successful completion of this course, students will be able to use appropriate accounting terminology and language to evaluate financial statements and other accounting documents generated by QuickBooks. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> 3 simulation projects/tests are necessary for this course.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Textbook/Author Designed Tests</p> <p><b>Criterion ( Written in % ):</b> 70% of students completing the computerized simulation projects will score a minimum of 3.5/4.5 rubric designed to measure a computerized project.</p> <p><b>Related Documents:</b>  <a href="#">Project 3 AC233 Requirements</a> </p>	<p>02/12/2012 - This course was offered Spring 2011 and Spring 2012 as a Special Project. Spring 2011 N=3 students submitted their simulation projects and 100% scored the minimum score. No artifacts were uploaded as students did not have access to a printer and only submitted online files.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Open</p> <p><b>Budget Implications:</b> Under \$500</p>	<p>02/12/2012 - This course continues to be the capstone course for the program. Other capstone courses are currently being examined.</p> <p><b>Implementation Status:</b> 03/09/2012 - The accounting program is considering having students keep a portfolio of their accounting projects, as well as, encouraging students to take certification exams.</p> <p>02/20/2012 - The department</p>

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<p><b>Capstone Course/CTE Related Course:</b> Yes</p>	<p><a href="#">Project 3 AC233 Grading Matrix</a></p>	<p><b>Notes:</b> Students need to be provided access to the QuickBooks software.</p> <p><b>Budget Related Performance Indicators:</b> Each time this course is offered the college needs to purchase the software to go along with the textbook and install the software in the classroom and in the computer labs. The cost for this software will need to be part of the budget.</p>	<p><b>Implementation Status:</b> chair will work with adjunct instructors. And Adjunct instructors will instruct "Students to print certain areas of their projects to be uploaded for assessment efforts in the future."</p>
<p>Accounting AS - AC240 - Certified Bookkeeper Review - Knowledge to Pass the AIPB National Certification - SLO #1 FA10-SP12</p> <p>Upon successful completion of this course, students will be able to develop mastery-level skills in selected areas of accounting such as Payroll, Depreciation, Adjusting Entries, Error Corrections, Inventory, Internal Control and Fraud Prevention, to prepare for passing the AIPB national certification exam. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p> <p><b>Type of Industry National Certification:</b> This course has a National Certification exam, that is being considered as part of the capstone course.</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> National Certified Bookkeeper Exam test.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Industry/National Standardized Exams</p> <p><b>Criterion ( Written in % ):</b> 50% of the students taking this exam will pass half of the tests the first time.</p>	<p>10/10/2011 - Fall 2011, this course was offered for TR at 1601-1730, due to lack of registered students this course was cancelled. It will be offered again in the Spring 2012.</p> <p><b>Summary of Result Type:</b> Issues Found</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Data Collection Status</p> <p><b>Budget Implications:</b> Over \$500</p> <p><b>Notes:</b> This course is to be taught by an adjunct. The time the class is offered needs to be after working hours after 5pm.</p> <p><b>Budget Related Performance Indicators:</b> This class is to be taught by an adjunct. Adjuncts normally do not want to teach a class if they will be asked to do so at a reduced rate. Normally accounting classes in the 200 level numbers have a difficult time having the 13 students. For 200 level courses part of a program, to keep the program and students on a schedule to graduate, if the course is only offered once a year consideration should be made to pay faculty -- full pay.</p>	<p>10/10/2011 - When this course is offered again in the Spring 2012, it will be offered at a later time to accommodate the working students.</p> <p><b>Implementation Status:</b> 02/20/2012 - AC240 was offered Spring 2012 as a 3 hour Saturday class, to accommodate the working students and the adjunct faculty teaching the class.</p> <p>This course has been taught by adjunct faculty but to ensure that the program continues to provide students with the necessary skills and knowledge these adjunct faculty need to be held accountable for submitting the necessary assessment artifacts and data. Also we should consider hiring additional full-time faculty as the program continues to grow.</p>

Course SLO Description	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Accounting AS - AC240 - Certified Bookkeeper Review - Certification Requirements - SLO # 2 FA10-SP12: Upon successful completion of this course, students will be able to obtain their CB certificate upon full completion of all AIPB requirements. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/12/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p> <p><b>Type of Industry National Certification:</b> Certified Bookkeeper Exam</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> National Certification exam to be taken reviewing various modules.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> National &amp; International Certification Exam</p> <p><b>Criterion ( Written in % ):</b> 50% of students taking this clas, will get a grade greater than 30%</p>	<p>02/12/2012 - This course did not make in Fall 2011, it will be offered again in Spring 2012.</p> <p><b>Summary of Result Type:</b> Issues Found</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Data Collection Status</p> <p><b>Budget Implications:</b> Over \$500</p> <p><b>Notes:</b> This course was previously cancelled due to lack of enrollment numbers. For Spring 2012 it is being taught by an adjunct at a reduced rate.</p> <p><b>Budget Related Performance Indicators:</b> For upper division Accounting classes these courses have a difficult time making. Additional faculty is required by the accounting program and department. Consideration should be given for courses that do not make the 13 student enrollment.</p>	<p>02/12/2012 - This course is taught by an adjunct. The department chair needs to ensure to collect the necessary assessment information and artifacts from the adjunct faculty.</p> <p><b>Implementation Status:</b> 02/12/2012 - Data regarding this course will be collected from the Spring 2012 semester by the adjunct faculty teaching this course.</p>
<p>Accounting AS - AC240 - Certified Bookkeeper Review - Code of Ethics - SLO # 3 FA10-SP12: Upon successful completion of this course, students will be able to discuss the universal Code of Ethics for bookkeepers and sign a code of ethics declaration. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/12/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students after taking the Certified Bookkeeper exams will discuss and sign a code of ethics declaration.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Industry/National Standardized Exams</p> <p><b>Criterion ( Written in % ):</b> 100% of the students who take the exam will sign a code of ethics declaration.</p>	<p>02/12/2012 - This course was previously cancelled in Fall 2011 due to low enrollment. It is being taught again in Spring 2012 by an adjunct at a reduced rate due to continued low enrollment.</p> <p><b>Summary of Result Type:</b> Issues Found</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Data Collection Status</p> <p><b>Budget Implications:</b> Over \$500</p> <p><b>Notes:</b> Adjunct faculty is teaching this class. The department chair needs to ensure that the assessment information and artifacts are</p>	<p>02/12/2012 - Closer coordination with the department chair and adjunct faculty is necessary for effective assessment of this class.</p> <p><b>Implementation Status:</b> 03/09/2012 - This course has been taught by adjunct faculty but to ensure that the program continues to provide students with the necessary skills and knowledge these adjunct faculty need to be held accountable for submitting the necessary assessment artifacts and data.</p>

Course SLO Description	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<b>Type of Industry National Certification:</b> Certified Bookkeeper Exam		collected. <b>Budget Related Performance Indicators:</b> The budget of the program needs to include the necessary books and resources necessary for this class. Also faculty teaching this class should also have earned the Certified Bookkeeper designation.	<b>Implementation Status:</b> Also we should consider hiring additional full-time faculty as the program continues to grow.
Accounting AS - AC250 - Federal Income Tax II - Corporate Taxation - SLO#1 FA10-SP12: Upon successful completion of this course, students will be able to discuss the formation and operation of corporations related to corporate taxation. (Created By Accounting	<b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will complete a problem designed by their instructor related to corporations dealing with taxes. <b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Faculty-developed tests <b>Criterion ( Written in % ):</b> 70% of students taking the exams will score a grade of 70% or better.	01/14/2012 - This class was taught by adjunct faculty during this assessment period and they did not provide examples and scores to determine the criterion. <b>Summary of Result Type:</b> Issues Found <b>Data Collection Status/Summary of Result Status:</b> Open <b>Budget Implications:</b> Over \$5,000 <b>Notes:</b> Additional accounting faculty should be hired to augment the program. <b>Budget Related Performance Indicators:</b> The Fiscal Year budget needs to include additional accounting faculty.	01/14/2012 - The department chair needs to remind adjunct faculty of the assessment requirements for assigned classes and ensure that these are collected by the end of the semester.  <b>Implementation Status:</b> 03/09/2012 - This course has been taught by adjunct faculty but to ensure that the program continues to provide students with the necessary skills and knowledge these adjunct faculty need to be held accountable for submitting the necessary assessment artifacts and data. Also we should consider hiring additional full-time faculty as the program continues to grow.
<b>Start Date:</b> 10/11/2010 <b>End Date:</b> 03/11/2012 <b>Course Outcome Status:</b> Currently being assessed <b>Capstone Course/CTE Related Course:</b> N/A			
Accounting AS - AC250 - Federal Income Tax II - Regulations - SLO#2 FA10-SP12 Upon successful completion of this course, students will be able to discuss corporate taxation regulations related to corporate distributions to shareholders. (Created By Accounting AS)	<b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Students will discuss corporate regulations dealing with taxation on stockholder's equity of a corporation. <b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Faculty-developed tests	01/14/2012 - This class was taught by adjunct faculty during this assessment period and no data was provided by them for Spring 2011. <b>Summary of Result Type:</b> Issues Found <b>Data Collection Status/Summary of Result Status:</b> Open	01/14/2012 - The department chair needs to remind adjunct faculty to collect this data and provide samples for assessment..  <b>Implementation Status:</b> 03/09/2012 - This course has

Course SLO Description	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
10/11/2010 <b>End Date:</b> 03/11/2012 <b>Course Outcome Status:</b> Currently being assessed <b>Capstone Course/CTE Related Course:</b> N/A	<b>Criterion ( Written in % ):</b> 70% of students taking this test will score 70% of better on it.	<b>Budget Implications:</b> Over \$5,000 <b>Notes:</b> Additional accounting faculty should be hired for the program. <b>Budget Related Performance Indicators:</b> The Fiscal Year budget should be amended to include additional faculty.	<b>Implementation Status:</b> been taught by adjunct faculty but to ensure that the program continues to provide students with the necessary skills and knowledge these adjunct faculty need to be held accountable for submitting the necessary assessment artifacts and data. Also we should consider hiring additional full-time faculty as the program continues to grow.
Accounting AS - AC250 - Federal Income Tax II - Reorganization - SLO#5 FA10-SP12 Upon successful completion of this course, students will be able to identify the characteristics of the seven types of reorganization of a corporation. (Created By Accounting AS) <b>Start Date:</b> 10/11/2010 <b>End Date:</b> 03/11/2012 <b>Course Outcome Status:</b> Currently being assessed <b>Capstone Course/CTE Related Course:</b> N/A	<b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Instuctor will have students identify the characteristics of the seven types of reorganization of a corporation. <b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Faculty-developed tests <b>Criterion ( Written in % ):</b> 70% of the students will score 70% or better on this test.	01/14/2012 - Adjunct faculty taught this class this assessment period and no data was submitted or collected to determine if this criterion was met.  <b>Summary of Result Type:</b> Issues Found <b>Data Collection Status/Summary of Result Status:</b> Open <b>Budget Implications:</b> Over \$5,000 <b>Notes:</b> Hiring additional accounting faculty will augment the program. <b>Budget Related Performance Indicators:</b> The Fiscal Year budget in the future needs to include additional faculty.	01/14/2012 - The department chair needs to follow-up with adjunct faculty on assessment requirements and ensure that they are submitted before the end of the semester.  <b>Implementation Status:</b> 03/09/2012 - This course has been taught by adjunct faculty but to ensure that the program continues to provide students with the necessary skills and knowledge these adjunct faculty need to be held accountable for submitting the necessary assessment artifacts and data. Also we should consider hiring additional full-time faculty as the program continues to grow.
Accounting AS - AC298 - Cooperative Education for Accounting - Practice Accounting - SLO # 1 FA10-SP12 Upon successful completion of this course, the student will reinforce and develop the	<b>Artifact/Instrument/Rubric/Method/Tool Description:</b> The student's supervisor will evaluate the student's knowledge and skills then rate	10/08/2011 - Spring 2011, N = 2 students took AC298. <b>Summary of Result Type:</b> Criterion Met	10/10/2011 - This course will be offered each semester to give students an opportunity to get hands on accounting experience.



Course SLO Description	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>knowledge of accounting theory and accounting principals applied to the tasks of an accounting job. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/12/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p>them using the Employer's Rating Sheet.</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Other (indicate the specific tool in the Method field/box)</p> <p><b>Criterion ( Written in % ):</b> The rating from the supervisor starts from 0 (Not Applicable), 1 (Poor), 2 (Fair), 3 (Good), or 4 (Excellent). 75% of the 30 items being rated should rank with a 2 or better.</p> <p><b>Related Documents:</b> <a href="#">AC298 Rating Sheet</a></p>	<p><b>Data Collection Status/Summary of Result Status:</b> Course Level Data Collection Status</p> <p><b>Budget Implications:</b> Under \$500</p> <p><b>Notes:</b> Accounting faculty should be the coordinator of AC298, if they are taking it for the accounting program. Due to a last minute change in the program which was normally handled by the Cooperative Education Coordinator, the lone accounting faculty could not oversee the coop program for accounting.</p> <p><b>Budget Related Performance Indicators:</b> Another faculty needs to be hired for the accounting program as part of the Budget for AY2013, since it was not included in AC2012.</p> <p><b>Related Documents:</b> <a href="#">AC298 Employer Survey</a> <a href="#">AC298 Rating Sheet</a> <a href="#">AC298 Training Plan</a></p>	<p><b>Implementation Status:</b> 03/09/2012 - This course will be taught by accounting faculty not adjunct faculty to ensure that the program continues to provide students with the necessary skills and knowledge required by employers. The Coop continues to provide students with accounting experience.</p> <hr/> <p>05/27/2011 - The 2 students who took the AC298 class in the Spring 2011 semester graduated in May 2011.</p> <p><b>Implementation Status:</b> 03/09/2012 - This course will be taught by accounting faculty not adjunct faculty to ensure that the program continues to provide students with the necessary skills and knowledge required by employers. The Coop continues to provide students with accounting experience. Additional accounting faculty is necessary for the program as it continues to grow.</p>
<p>Accounting AS - AC298 - Cooperative Education for Accounting - Practice Ethics - SLO #3 FA10-SP12: Upon successful completion of this course, the student will apply the practice of professional accounting ethics related to the responsibilities of an accounting job. (Created By Accounting AS)</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Employer's Rating Survey, question "Follows Procedures/Guidelines" .</p> <p><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Other (indicate the specific tool in the Method field/box)</p> <p><b>Criterion ( Written in % ):</b></p>	<p>01/14/2012 - Spring 2011 N= 2 students, Fall 2011 N=2 students.</p> <p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Implementation Status</p> <p><b>Budget Implications:</b> Over \$5,000</p>	<p>02/12/2012 - The survey continues to be a good assessment of the students. In addition staff overseeing the Coop should follow-up with a visit or phone call to the supervisors/evaluators to ensure that students are indeed "Following Procedures/Guidelines."</p>

Course SLO Description	Means of Assessment & Criteria ( Written in % ) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<b>Assessment Cycle Domain Type:</b> SLO-Behavioral outcomes <b>Start Date:</b> 10/11/2010 <b>End Date:</b> 03/12/2012 <b>Course Outcome Status:</b> Currently being assessed <b>Capstone Course/CTE Related Course:</b> N/A	The student and employer needs to have a rating of 70% or better. <b>Related Documents:</b> <a href="#">AC298 Rating Sheet</a>	<b>Notes:</b> An additional accounting faculty is needed to augment the program. <b>Budget Related Performance Indicators:</b> The fiscal year budget needs to include an additional faculty.	<b>Implementation Status:</b> 03/09/2012 - This course will be taught by accounting faculty not adjunct faculty to ensure that the program continues to provide students with the necessary skills and knowledge required by employers. The Coop continues to provide students with accounting experience. Additional accounting faculty is necessary as the program grows.
Accounting AS - AC298 - Cooperative Education for Accounting - Practice Interpersonal Skills - SLO#4 AY:FA10-SP12 Upon successful completion of this course, the student will demonstrate effective interpersonal skills with co-workers according to the expectations of an accounting supervisor during the duration of a job assignment. (Created By Accounting AS) <b>Assessment Cycle Domain Type:</b> SLO-Behavioral outcomes <b>Start Date:</b> 10/11/2010 <b>End Date:</b> 03/12/2012 <b>Course Outcome Status:</b> Currently being assessed <b>Capstone Course/CTE Related Course:</b> Yes	<b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Employer's Rating Sheet contains questions relating to interpersonal skills. These items are rated on a score of 0 Not applicable to 4 Excellent/ <b>Type of Artifact/Instrument/Rubric/Method/Tool:</b> Other (indicate the specific tool in the Method field/box) <b>Criterion ( Written in % ):</b> 100% of students will have ratings in range of 2 or better at the mid-term and at the end, students must score 3 or better. <b>Related Documents:</b> <a href="#">AC298 Rating Sheet</a>	01/14/2012 - For Spring 2011 N=2 students, no data submitted. For Fall 2011 N = 2 students. Both these students and their respective supervisors rated the students with a 3 or better. <b>Summary of Result Type:</b> Criterion Met <b>Data Collection Status/Summary of Result Status:</b> Course Level Implementation Status <b>Budget Implications:</b> Over \$5,000 <b>Notes:</b> Additional accounting faculty is needed for the program. <b>Budget Related Performance Indicators:</b> The fiscal year budget should include additional accounting faculty.	01/14/2012 - The rating sheets continue to be a good tool for the student and employer to rate skills levels. <b>Implementation Status:</b> 03/09/2012 - This course will be taught by accounting faculty not adjunct faculty to ensure that the program continues to provide students with the necessary skills and knowledge required by employers. The Coop continues to provide students with accounting experience. Additional accounting faculty is necessary as the program grows.
Accounting AS - AC298 - Cooperative Education for Accounting - Practice Organizational Skills - SLO # 5 FA10-SP12 Upon successful completion of this course, the student will demonstrate organizational skills needed to work within an accounting	<b>Artifact/Instrument/Rubric/Method/Tool Description:</b> Coordinator will interview/survey the students supervisor to score them using a rubric on their organizational skills. <b>Type of</b>	02/12/2012 - Spring 2011, N=2 students were part of the class, but the adjunct was not able to provide any data on this. Fall 2011, N=2 students were part of this program. Exit interviews and surveys with their supervisor gave 100% of the students ratings above 70%.	02/12/2012 - The survey of the students supervisor is good, but to grow the program meeting and interviewing them may be necessary.

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<p>department. (Created By Accounting AS)</p> <p><b>Start Date:</b> 10/11/2010</p> <p><b>End Date:</b> 03/11/2012</p> <p><b>Course Outcome Status:</b> Currently being assessed</p> <p><b>Capstone Course/CTE Related Course:</b> N/A</p>	<p><b>Artifact/Instrument/Rubric/Method/Tool:</b> Exit Interviews/Survey</p> <p><b>Criterion ( Written in % ):</b> Students will score in the 70% of the rubric.</p>	<p><b>Summary of Result Type:</b> Criterion Met</p> <p><b>Data Collection Status/Summary of Result Status:</b> Course Level Implementation Status</p> <p><b>Budget Implications:</b> Over \$5,000</p> <p><b>Notes:</b> Additional faculty is required to augment the program.</p> <p><b>Budget Related Performance Indicators:</b> The fiscal year budget should include additional faculty.</p>	<p><b>Implementation Status:</b> 02/12/2012 - The coordinator will make it a point to interview the students supervisors at the end of the semester and share with them the report from the student.</p> <p>This course will be taught by accounting faculty not adjunct faculty to ensure that the program continues to provide students with the necessary skills and knowledge required by employers. The Coop continues to provide students with accounting experience.</p>