

PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

ACCOUNTING

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Table 4. cSLOs assessed and corresponding Data Evaluation

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COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
ACCT G100	x	x	x	x
ACCT G101	x	x	x	x
ACCT G102	x	x	x	x
ACCT G110	x	x	x	x
ACCT G111	x	x	x	x
ACCT G113	x	x	x	x
ACCT G115	x	x	x	x
ACCT G119	x			
ACCT G130	x	x	x	x
ACCT G163			x	x
ACCT G210	x	x		x
ACCT G211	x	x	x	x
ACCT G212	x	x	x	x
ACCT G215	x	x	x	x
ACCT G220	x	x	x	x
ACCT G235	x	x	x	x

COURSE ASSESSMENT STATUS

Fully Assessed Partially Assessed No Assessment
  

Table 2. Course Assessment Status between 2015-16 and 2017-18

*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status	Last Term Offered
ACCT G100	4	2 out of 4	Partially Assessed	↔ Spring 2019
ACCT G101	6	6 out of 6	Fully Assessed	↑ Spring 2019
ACCT G102	4	4 out of 4	Fully Assessed	↑ Spring 2019
ACCT G110	4	0 out of 4	No Assessment	↓ Fall 2018
ACCT G111	5	1 out of 5	Partially Assessed	↔ Spring 2019
ACCT G113	6	1 out of 6	Partially Assessed	↔ Spring 2019
ACCT G115	3	1 out of 3	Partially Assessed	↔ Fall 2017
ACCT G119	4	0 out of 4	No Assessment	↓ Spring 2016
ACCT G130	3	2 out of 3	Partially Assessed	↔ Spring 2019

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status	Last Term Offered
ACCT G163	3	0 out of 3	No Assessment	↓ Spring 2019
ACCT G210	5	2 out of 5	Partially Assessed	↔ Fall 2018
ACCT G211	7	0 out of 7	No Assessment	↓ Spring 2019
ACCT G212	6	1 out of 6	Partially Assessed	↔ Spring 2019
ACCT G215	6	1 out of 6	Partially Assessed	↔ Spring 2019
ACCT G220	4	2 out of 4	Partially Assessed	↔ Spring 2019
ACCT G235	4	2 out of 4	Partially Assessed	↔ Spring 2019

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
ACCT G100	cSLO 1	Demonstrate proficiency in performing basic accounting functions such as recording journal entries, posting to general ledger accounts, and preparing trial balances
ACCT G100	cSLO 2	Complete the accounting cycle for a business entity, with understanding of all steps and elements of the accounting cycle that set a foundation for further study in accounting.
ACCT G110	cSLO 1	Analyze, compute, and record payroll transaction in an accounting system, including the preparation of a payroll register.
ACCT G110	cSLO 2	Prepare various state and federal payroll tax forms for the purpose of documenting wages and taxes, remitting taxes and withholdings, and providing other required information to employees and government entities.
ACCT G110	cSLO 3	Define federal and state payroll legislation and apply them in payroll processing.
ACCT G110	cSLO 4	Design, implement, and maintain the basic internal controls for the payroll cycle.
ACCT G111	cSLO 1	Identify the determinants of taxable income such as gross income inclusions and exclusions, deductions, exemptions, and phaseouts.
ACCT G111	cSLO 3	Identify the various components of business income and expense as they are compiled in Schedule C.
ACCT G111	cSLO 4	Specify the methods to relieve income tax liability such as tax credits, withholdings, and estimated tax payments.
ACCT G111	cSLO 5	Demonstrate the ability to prepare common individual tax returns and forms, including but not limited to Form 1040 and related schedules.
ACCT G113	cSLO 1	Describe the corporate capital structure, outline the tax effects of corporate formation and operations, earnings and profits, capital contributions and distributions, and calculate corporate income tax liability and reconcile tax income to financial book income.
ACCT G113	cSLO 2	Determine income tax liability for partnerships and understand the tax implications of partnership formation and transactions.
ACCT G113	cSLO 4	Analyze the tax implications for limited liability companies.
ACCT G113	cSLO 5	Compare and contrast the tax advantages and disadvantages of the different types of business formations.
ACCT G113	cSLO 6	Explore special topics in taxation as they relate to all business entities, including corporate alternative minimum tax, multi-national transactions, state and local taxation issues, and available business tax credits.
ACCT G115	cSLO 2	Investigate certain exceptions in the Tax Code such as limitations, deductions, and phase-outs.
ACCT G115	cSLO 3	Explore various areas for tax planning opportunities.
ACCT G119	cSLO 1	Utilize tax software in the preparation of individual tax returns.
ACCT G119	cSLO 2	Trace the flow of information and data from the worksheets and schedules to the actual tax return.
ACCT G119	cSLO 3	Explore auditing techniques to identify errors on tax returns and forms
ACCT G119	cSLO 4	Utilize the Internet to research pertinent tax issues.

Course Name	cSLO Name	cSLO to Assessed
ACCT G130	cSLO 1	Perform accounting functions using accounting information systems and Microsoft Excel.
ACCT G163	cSLO 1	Perform basic accounting functions applicable to a start-up enterprise such as managing receivables and payables to maximize cash flow, reconciling bank accounts, and filing and making estimated tax payments.
ACCT G163	cSLO 2	Prepare financial statements and analyze metrics to evaluate operational performance, liquidity and solvency, and certainty of future cash flows.
ACCT G163	cSLO 3	Prepare and analyze start-up cost estimates and financial projections.
ACCT G210	cSLO 2	Illustrate the various cost system designs in different manufacturing scenarios.
ACCT G210	cSLO 3	Evaluate cost-volume-profit analysis and apply this analysis in decision making.
ACCT G210	cSLO 4	Prepare a master budget and flexible budget; evaluate performance to aid in decision making.
ACCT G211	cSLO 1	Describe the purpose of accounting and the role of accountants; apply the assumptions and principles of the accounting conceptual framework in recording and interpreting financial data.
ACCT G211	cSLO 2	Prepare comprehensive financial statements and footnote disclosures in accordance with generally accepted accounting principles, using in-depth analysis to report complex transactions.
ACCT G211	cSLO 3	Define the characteristics of cash and receivables and perform primary cash and receivables functions.
ACCT G211	cSLO 4	Distinguish inventorable costs and their valuation and estimation methods; account for investments in debt and equity securities.
ACCT G211	cSLO 5	Identify acquisition costs, costs subsequent to acquisition, and disposals for property, plant, and equipment. Also, calculate depreciation using a variety of depreciation and depletion methods.
ACCT G211	cSLO 6	Explain the various types of intangible assets, their recognition, impairment, and related current issues.
ACCT G211	cSLO 7	Apply the principles of revenue recognition in accordance with various earnings processes.
ACCT G212	cSLO 2	Classify the key components of stockholders' equity, outline the accounting procedures for equity transactions, and understand the issues surrounding convertible equity structures and their effects on earnings per share.
ACCT G212	cSLO 3	Prepare a statement of cash flows in accordance with generally accepted accounting principles.
ACCT G212	cSLO 4	Analyze accounting changes in principles, estimates, reporting entities, and errors and their effects on financial statements.
ACCT G212	cSLO 5	Evaluate presentation of financial statements and disclosure issues related to the above topics in light of the current reporting environment.
ACCT G212	cSLO 6	Perform ratio analysis and gain an overview of financial analysis techniques and principles.
ACCT G215	cSLO 2	Define internal control, its purpose, structure and components.
ACCT G215	cSLO 3	Identify and understand the various components of the COSO Framework and how they relate to one another within an integrated internal control system. [COSO stands for the Committee of Sponsoring Organizations of the Treadway Commission, an organization that developed the original COSO Framework in 1992.]
ACCT G215	cSLO 4	Distinguish between control objectives and control procedures. Also, differentiate between various internal control elements such as control gaps, control deficiencies, and material weaknesses.
ACCT G215	cSLO 5	Attain an understanding of the key provisions of the Sarbanes-Oxley Act of 2002 (SOX).
ACCT G215	cSLO 6	Demonstrate an understanding of the elements necessary to maintain a system of internal controls as prescribed by SOX. This understanding includes designing and

Course Name	cSLO Name	cSLO to Assessed
		implementing the internal control system, testing controls, and documenting the results of such tests to comply with SOX.
ACCT G220	cSLO 3	Analyze and apply methods of detection, prevention, and prosecution of financial crimes.
ACCT G220	cSLO 4	Define and analyze the legal and auditing environment surrounding forensic accounting.
ACCT G235	cSLO 3	Prepare all primary financial statements.
ACCT G235	cSLO 4	Prepare and format reports for use in making business decisions.

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
ACCT G100	cSLO 1*	Spring 2016	This semester results of various problems and test were reviewed.
ACCT G100	cSLO 1*	Summer 2017	As evident in the student inquiries via emails, homework assignments and exams results, difficult concepts were from the Balance Sheet, specifically with "Accounts Receivable" and "Accounts Payable" and from the Income Statement, specifically Multi-Step Income Statement concept and process. Students had a difficult time comprehend the concepts of purchases and inventory.
ACCT G100	cSLO 2*	Fall 2015	19 students completed the required project within this course which covered the main accounting methods commonly employed in a personal service enterprise, retail business, or professional office . 16 out of 19 of those students demonstrated a satisfactory knowledge of the accounting methods taught in this course at the completion of the project.
ACCT G100	cSLO 2*	Fall 2015	There was a decrease in the multiple choice portion of the test as well as the problems. The results showed more emphasis on chapter questions concerning special journals for the course work. There was a decrease this year in this area.
ACCT G100	cSLO 2*	Fall 2016	The overall results of test and quizzes.
ACCT G100	cSLO 3	Fall 2017	This required the student to identify and post to the correct account for a series of translations. It determines if the need to reinforced the need to understand the increase and decreases to accounts using debits and credits.
ACCT G100	cSLO 3*	Spring 2016	Course enrollment included 34 students.Seven students did not attempt the post-test or completed the course.This resulted in 27 students attempting and completing the pre- and post test. Pre-Test Average: 20.89% Pre-Test Median: 13% Post-Test Average: 93.57% Post-Test Median: 98.8%
ACCT G100	cSLO 3*	Spring 2017	Course enrollment included 32 students.21 students submitted the exam, two were in-progress and 10 did not start.The exam was worth 150 points.The mean score was 123.27 (82.18%), the highest score was 150 and the lowest score 49.85.Out of the 21 submissions 75% passed the exam with an 80% or above and 57% passed with a 90% or above. The overall course success rate with a score of 70% or above was 62.5%
ACCT G100	cSLO 4	Spring 2018	Out of 20 students 17 completed the assignments with 75% completed.
ACCT G101	cSLO 1	Fall 2016	The results of the assessment showed that students have a relatively easy time understanding the elements of the conceptual framework for accounting. It is expected, as the framework is a hierarchy of overarching ideas with no calculations or technical aspects.
ACCT G101	cSLO 2	Spring 2017	39 of 53 students satisfactorily completed the individual project AND answered the related multiple-choice questions correctly on the exam. Students demonstrated satisfactory performance by demonstrated an understanding of the key accounting principles in multiple choice questions

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			and an individual project. Students who did not meet satisfactory performance either failed to correctly answer to all aspects or a vital portion of the learning objective.
ACCT G101	cSLO 2	Spring 2017	28 of 42 students satisfactorily completed the individual project AND answered the related multiple-choice questions correctly on the exam. Students demonstrated satisfactory performance by demonstrated an understanding of the key accounting principles in multiple choice questions and an individual project. Students who did not meet satisfactory performance either failed to correctly answer to all aspects or a vital portion of the learning objective.
ACCT G101	cSLO 3	Fall 2017	14 completed the assignment which was an optional assignment to apply all that was learned to date. There was a poor results in that only 14 responded to the assignment. This was an election to do so versus a required assignment.
ACCT G101	cSLO 4	Spring 2018	39 out of 41 students achieved passing grades for a combination of homework, quizzes and exam grades. 2 students attended class during the time period when SLO 4 was covered but did not complete the assignments, quizzes and exams.
ACCT G101	cSLO 4	Spring 2018	67 of 96 students satisfactorily completed the individual project AND answered the related multiple-choice questions correctly on the exam. Students demonstrated satisfactory performance by demonstrating an understanding of the key accounting principles in multiple choice questions and an individual project. Students who did not meet satisfactory performance either failed to correctly answer to all aspects or a vital portion of the learning objective.
ACCT G101	cSLO 5	Fall 2015	In assessing students' scores, it appears the students had an understanding of the content, form, and purpose of financial statements (including footnotes), and how they satisfy the needs of investors, creditors, and other users. Some possible factors contributing to the students that were not successful in the assessment are excessive absences or absence on day of assessment, as well as failure to complete homework or textbook readings as assigned.
ACCT G101	cSLO 5	Fall 2015	Because it is a homework problem, students were given unlimited attempts to complete the problem. They were given some guidance by me in starting the problem, but they had to do the majority of the problem on their own by working through all the steps of the accounting system. Online resources such as "link to text" and videos were available to them. The high success rates in the assessment indicated that students are able to complete an accounting cycle problem with guidance.
ACCT G101	cSLO 5	Fall 2015	39 of 48 students satisfactorily completed the individual project AND answered the Multiple Choice question correctly on the Exam. Students demonstrated satisfactory performance by completing a set of financial statements AND demonstrated an understanding that the value of such information scales beyond internal users in a multiple choice question. Students who did not meet satisfactory performance either failed to correctly answer to all aspects or a vital portion of the learning objective.
ACCT G101	cSLO 5	Fall 2015	As evident in the discussions, homework assignments and exams results, difficult concepts were from the Balance Sheet, specifically with "Property, Plant & Equipment", "Unearned Revenues", "Bond Payable" and "Stockholders' Equity" sections. Students had a hard time comprehending how a corporation raise funds and using various ratios to evaluate its

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			financial standings. Finally, Statement of Cash Flow was the most difficult financial statement for students to grasp.
ACCT G101	cSLO 5	Spring 2016	As evident in the discussions, homework assignments and exam results, difficult concepts were from the Balance Sheet, specifically with "Property, Plant & Equipment", "Unlearned Revenues", "Bond Payable" and "Stockholders' Equity" sections. Students had a hard time comprehending how a corporation raise funds and using various ratios to evaluate its financial standings. Finally, various handlings of the stocks were the most difficult for students in this semester.
ACCT G101	cSLO 5	Spring 2018	Each group had to present all members in the group that did the in class presentation. Each group was to contacted each member of the group to discuss their finding and agree on the correct answers to present to the class.
ACCT G101	cSLO 6	Spring 2016	In order to assess whether students understood the ethical implications of financial reporting as stated in the learning outcome, classroom discussions and online discussions are best as they allow students to express verbally or free write their ideas on the matter. Through conducting the classroom discussions and per review of the online discussion board in which I proctored as well as participated, students appear to understand and grasp the (sometimes) difficult ethical dilemmas that financial managers face when reporting on financial statements.
ACCT G101	cSLO 6	Spring 2016	Five of the students were absent from class several times during the semester. They therefore did not participate in class discussions. Also, for the most part, these students did not complete the homework assignments, nor did they the score well on quizzes or exams (if they took them).The rest of the class actively participated and scored well on questions about ethical implications inherent in financial reporting and internal controls over financial reporting.
ACCT G101	cSLO 6	Spring 2016	In assessing students' essays, it appears the majority of students had a good understanding of the ethical implication in financial statements.Some possible factors contributing to the students that did not complete the essay correctly are excessive absences or poor participation, as well as failure to complete textbook readings or research as assigned.
ACCT G101	cSLO 6	Spring 2016	Because it is a homework problem, students were given unlimited attempts to complete the problem. They were given some guidance by me in starting the problem, but they had to do the majority of the problem on their own by working through all the steps of the bank reconciliation. Online resources such as "link to text" and videos were available to them. The high success rates in the assessment indicated that students are able to complete a bank reconciliation with guidance.
ACCT G102	cSLO 1	Fall 2015	In assessing students' exam scores, it appears the majority of students could successfully define cost accounting elements that form the framework for cost accounting.Some possible factors contributing to the students that were not successful are excessive absences or absence on day of assessment, as well as failure to complete homework or textbook readings as assigned.
ACCT G102	cSLO 1	Spring 2016	I discovered that students had problems distinguishing various components of a job order costing cycle and the process costing cycle.The difficulties were based on the fact they were not exposed to enough of a manufacturing environment that utilizes cost accounting.Students are so used to have everything already made and easy to purchase from the Internet, that they do not comprehend the manufacturing process of those product.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
ACCT G102	cSLO 1	Spring 2018	39 out of 42 students achieved passing grades for a combination of homework, quizzes and exam grades.
ACCT G102	cSLO 2	Spring 2016	The exam asked about a step in the job order costing process that required knowledge about the entire process. Therefore, students who answered question 14 correctly likely understood the entire process and not just what was asked. I attribute the fact that only 54% of all students assessed (30 out of 56) got the question right to the comprehensive nature of the question. The question asked about a step in a long series of steps. If a student didn't understand one of the steps of job order costing that was integral to the entire process, he most likely would not have answered the question correctly.
ACCT G102	cSLO 2	Spring 2016	Of the 40 students who completed the assessments, 28 out of 40 students performed satisfactorily. Students demonstrated a variety of performance in that some students grasped one or more concepts more clearly than another.
ACCT G102	cSLO 2	Spring 2018	49 students were the final attendees for this course. Pre-lecture assignments were setup, where students have to complete prior to the start of a new chapter; then all of lectures incorporated homework assignments in class; and finally, quizzes were assessed after the completion of every chapter. 4 exams were administered throughout the semester, along with 3 projects. A Class Chapter Demonstration project was also implemented this semester, where students taught their peers on the subject matter, Chapter 19 to be specific.
ACCT G102	cSLO 3	Spring 2016	I discovered that students had problems distinguishing various components of a job order costing cycle and the process costing cycle. The difficulties were based on the fact they were not exposed to enough of a manufacturing environment that utilizes cost accounting. Students are so used to have everything already made and easy to purchase from the Internet, that they do not comprehend the manufacturing process of those product.
ACCT G102	cSLO 3	Fall 2016	The results of this assessment, analyzed in combination with the positive results of the second exam that test cost-volume-profit analysis, showed that the assignment was very helpful for students in understanding this material and preparing them for the exam. The in-class students did better on the assignment because they had the benefit of group collaboration as well as the instructor stepping in to work through problems on the board that they couldn't figure out themselves.
ACCT G102	cSLO 4	Spring 2016	I discovered that students had problems distinguishing various components of a job order costing cycle and the process costing cycle. The difficulties were based on the fact they were not exposed to enough of a manufacturing environment that utilizes cost accounting. Students are so used to have everything already made and easy to purchase from the Internet, that they do not comprehend the manufacturing process of those product.
ACCT G102	cSLO 4	Spring 2017	45 students were the final attendees for this course. Pre-lecture assignments were setup, where students have to complete prior to the start of a new chapter; then all of lectures incorporated homework assignments in class; finally quizzes were assessed after the completion of every chapter. 4 exams were administered throughout the semester, along with 3 projects.
ACCT G102	cSLO 4	Spring 2017	39 students were the final attendees for this course. Pre-lecture assignments were setup, where students have to complete prior to the start of a new chapter; then all of lectures incorporated homework assignments in class; finally quizzes were assessed after the completion of every chapter. 4 exams were administered throughout the semester, along with 3 projects.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
ACCT G111	cSLO 2	Spring 2018	This question was provided on the first exam (out of four) of the class, so a higher number of students were administered this assessment than continued in the class. Students performed better on these problems than their overall scores, so calculating income tax liability is one of their strong suits. The most commonly missed problem was that of a high-income tax payer.
ACCT G113	cSLO 3	Spring 2018	The class performed well on this assessment. This SLO ties in with another SLO that was covered in the beginning of the semester, so the students were able to draw on their knowledge of both the entity comparison chapter and the S Corporation chapter. The students were strongest in identifying the criteria for election as an S Corporation, but also demonstrated their knowledge of their tax treatment. This class was small in size, and most of the students who took the final exam were dedicated to their studies.
ACCT G113	cSLO 3*	Fall 2017	This SLO is always a fun but challenging one. Evaluation of tax issues through research requires critical thinking skills and an accountant's share of creativity. The students absorbed the tax research and memo writing criteria fairly easily and demonstrated the ability to communicate a complicated subject. The more challenging aspect came when we prepared tax returns in class. This forced them to apply all of the book knowledge in a hands-on, real world application.
ACCT G115	cSLO 1	Fall 2017	The construction of the discussion assignments was extremely conducive to learning. The private nature of the initial discussion forces students to do their own research and compose their own work. Afterwards, the public nature of the discussion board after all students have turned their initial assignment in allows them to interact with one another on the board and share knowledge and ideas.
ACCT G130	cSLO 2	Fall 2015	In this semester, the student's did very well with the SLO. There were 3 As and one near A. This is somewhat higher than is usual for the assessments.
ACCT G130	cSLO 3	Fall 2016	Of the 12 students who were still viable for the course at this point, an average of 74.4% was earned which is similar to the percentage from last semester. I consider this to be a good result though I will make changes for next semester to improve this result. See step 5
ACCT G210	cSLO 1	Spring 2016	Every student except one completed all homework assigned on McGraw Hill Connect website with a score of 95% and above.
ACCT G210	cSLO 5	Fall 2015	Every student except one completed all homework assigned on McGraw Hill Connect website with a score of 95% and above.
ACCT G212	cSLO 1	Spring 2016	The content and material covered in these chapters, and in all of Accounting 212 for that matter, is sophisticated and difficult. The homework problems are tough, and I structure the class such that students are required to complete all homework problems by themselves. They are given some help by way of notes, powerpoints, sample problems, videos, and pre-recorded lectures by me, but all in all just to complete the homework problems correctly is quite a feat. The difficulty of the homework assignments, in conjunction with how the students are expected to complete them on their own for the most part, gives evidence to the assertion that if a student successfully completes the identified homework assignments to 70% satisfaction, he/she has successfully achieved the learning outcome.
ACCT G215	cSLO 1	Spring 2018	As stated above, knowing internal controls is critical for those who wish to work in the internal audit or internal controls area. My data showed that this SLO provided students the opportunity to understand how internal controls came to be some important, and indeed, for public companies, required. This technique (using the specific questions and requiring essay responses)

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			was highly effective in helping achieve the SLO results. Note: There were 9 students who enrolled in this class by the end, and 5 had a passing grade on this exercise and the class. All of them completed the exercise. 4 students received an "F" and did not respond to an assessment request
ACCT G220	cSLO 1	Fall 2015	As noted in Step 3, I am somewhat concerned as to these results. Further analysis indicates that 11 students earned an F for the course. In the prior semester, there was a high level of interest in the course discussions (the assignments) which was lacking this semester, though the assignments hadn't changed.
ACCT G220	cSLO 2	Fall 2016	I am delighted with this result for two reasons. 84% of the students who took these assessments completed them satisfactorily. And, these assessments were near the end of the semester indicating that the relatively high percentage would be successful in the course.
ACCT G235	cSLO 1	Fall 2015	In assessing students' completed assignment, it appears the majority of students were able to successfully perform steps to set up a company in QuickBooks. Some possible factors contributing to the students that did not complete the assignment correctly are excessive absences or absence on day of assessment, as well as failure to complete homework or textbook readings as assigned.
ACCT G235	cSLO 2	Spring 2016	Of the 23 students who completed the multiple-choice assessment, 19 out of 23 students performed satisfactorily. Considering the critical nature of accuracy in bookkeeping and/or in a QuickBooks class, the level of satisfactory performance was awarded to students who answered all but one question correctly on the comprehensive quiz.

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
ACCT G100	cSLO 1*	Spring 2016	This semester the introduction of videos and interactive tutoring was used. Because of the results more emphasis will be placed on the students use of each.
ACCT G100	cSLO 1*	Summer 2017	In order to assist the students' studies on this subject matter in an online environment, I provided additional power point presentations and videos where appropriate. CONNECT had narrative chapter power point presentation, which was a huge help. I also researched online via YouTube and found various presentations to supplement each chapter learning process. I received positive feedbacks from students that these additional materials really helped them throughout the course.
ACCT G100	cSLO 2*	Fall 2015	Additional step-by-step instructions will be added to the course materials to help students understand the usage of various accounting methods across industries in order to satisfactorily apply the individual reading, lectures and practice problems assigned. Students will benefit from these guides in both individual practice and group/collaborative assignments administered both in class and for homework. Pre-assessments might also be added to this course before each exam to ensure mastery of the concepts in the SLO.
ACCT G100	cSLO 2*	Fall 2015	The use of the publishers additional resources will be used in the future classes. This consists of videos in this area as well as "Do It" exercises. The need for format for the various exercises will be created and made part of the documents that the student can access to clarify the purpose of special journals and the related subsidiary accounts.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
ACCT G100	cSLO 2*	Fall 2016	A follow up on the terminology in both lecture and exercises on the use of the accounts and meaning of each. This will be based on questions and discussions in the class. I found that there was a lot of confusion on journal entries for buyer and seller in chapter 7 and 8. Critical Thinking problems were used to help clarify the difference. More in-class work will be done to ensure that the students understand the difference.
ACCT G100	cSLO 3	Fall 2017	Additional time and exercises will be assigned to cover the understanding of the early introduction to journal entries and normal balance of an account.
ACCT G100	cSLO 3*	Spring 2016	Data analysis shows that those students that attempted and completed the post-test successfully demonstrated knowledge according to this SLO. Those that failed did not attempt or complete the course. Evidence shows that students that attempt and complete the course can be successful. As an instructor, I increased student contact throughout the course when noticing that students were falling behind with their course assignments and offered extra help including encouragement to continue and complete.
ACCT G100	cSLO 3*	Spring 2017	Evidence shows that students that attempt and complete all course assignments are successful in the course. Students that failed the course did not attempt to complete the exam. I increased and maintained student contact throughout the course by monitoring the completion of course assignments and following up with those that were falling behind. I offered supplemental instruction and encouraged them to persist and complete the course.
ACCT G100	cSLO 4	Spring 2018	There needs to be more time in the classroom on this assignment. Too many errors and lack of understanding were found. Will require students to bring work into the classroom for group work.
ACCT G101	cSLO 1	Fall 2016	The takeaway realization I came to from performing this assessment is that students could benefit from being challenged to ask more questions regarding the conceptual framework. For example, with regards to the historical cost principle, why should a company record fixed assets at historical cost instead of prevailing market value? I believe that if students are able to contemplate these concepts more in a real-life context, they would appreciate the role of accounting in today's economy. In the future, I will either design a separate assignment or devote a class activity to address this issue.
ACCT G101	cSLO 2	Spring 2017	Given the success rate of the students in this SLO I do plan to incorporate additional manual practice of the related course material and rely less on the electronic homework assignments as the largest method of student practice. In addition to mini lectures on the material, clear step-by-step instructions will be added to the course resources and student collaboration and team work will be encouraged to help identify and correct deficiencies in learning early in the course.
ACCT G101	cSLO 2	Spring 2017	Given the success rate of the students in this SLO I do plan to incorporate additional manual practice of the related course material and rely less on the electronic homework assignments as the largest method of student practice. In addition to mini lectures on the material, clear step-by-step instructions will be added to the course resources and student collaboration and team work will be encouraged to help identify and correct deficiencies in learning early in the course.
ACCT G101	cSLO 3	Fall 2017	I will make the handout mandatory for the class and monitor the progress each week in class.
ACCT G101	cSLO 4	Spring 2018	I will continue to review the subject matter in class, with sample homework and test problems, and will encourage students to use the publisher's study

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			aids to better prepare for the exams. I will also encourage students that are struggling with the subject matter to seek additional assistance such as tutoring and office hour assistance from me.
ACCT G101	cSLO 4	Spring 2018	Given the success rate of the students in this SLO, I plan to assign groups to master and reteach to their peers critical SLO components at the start of each semester. Students will need to document their learning and present in class. I will keep the mini lectures on the material, clear step-by-step instructions and resources and student collaboration and team work will be encouraged to help identify and correct deficiencies in learning early in the course.
ACCT G101	cSLO 5	Fall 2015	I will continue to allocate time on the fundamentals of the class, which includes ensuring students have a clear understanding of the content, form and purpose of financial statements (including footnotes), and how they satisfy the needs of investors, creditors, and other users. I will continue to assess students on their knowledge of these key areas in order to strive for a high rate of student success in achieving course student learning outcomes. I will consider other forms of assessment such as targeted homework assignments, quizzes, writing assignments or in-class projects/presentations.
ACCT G101	cSLO 5	Fall 2015	Despite the high success rates in the assessment, there were components of the financial statements, such as the statement of cash flows and complicated portions of the retained earnings statement that were introduced in later chapters which the student had difficulty mastering. I will counter this by having students do more active exercises in class during the early few weeks of the course such as transaction analysis, T account construction, etc. In addition, by continuing to reinforce this concept as specific accounts such as accounts receivable, inventory, bonds and equity are introduced through the semester. By stimulating their thought process with active exercises that they can do in groups in class, this should help the concepts stick and motivate them to learn them on their own via independent study.
ACCT G101	cSLO 5	Fall 2015	Given the success rate of the students in this particular SLO I do plan to incorporate additional manual practice of the related course material and rely less on the electronic homework assignments as the largest method of student practice. In addition to mini lectures on the material, clear step-by-step instructions will be added to the course resources and student collaboration and team work will be encouraged to help identify and correct deficiencies in learning early on in the course.
ACCT G101	cSLO 5	Fall 2015	In order for students to understand the make-up of each of the 4 major financial statements, I developed a Project where it took students from a Post-Closing Trial Balance to current month transactions, journalizing, adjusting and closing process to develop and balance out the financial worksheet, and generated all 4 financial statements flowing from Income Statement to Statement of Retained Earnings to Balance Sheet and finally Statement of Cash Flow. I will spend more time on the Cash Flow Statement in the future classes.
ACCT G101	cSLO 5	Spring 2016	In order for students to understand the make-up of each of the 4 major financial statements, I developed a Project where it took students from a Post-Closing Trial Balance to current month translations, journalizing, adjusting and closing process to develop and balance out the financial worksheet, and generated all 4 financial statements flowing from Income Statement to Statement of Retained Earnings to Balance Sheets and finally

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			Statement of Cash Flow. I will spend more time on the Balance Sheet in the future classes.
ACCT G101	cSLO 5	Spring 2018	The group assignments will be presented early in the course so that so that all students can have access to all the group problems involved. It must be made clear that all group assignments should be looked at even if not your group. Since these group assignments are on different chapters leading up to the test it is important to complete all problems and share this information
ACCT G101	cSLO 6	Spring 2016	The types of discussions that take place as a result of this SLO invoke students to think about accounting in a different perspective and also require them to think about accounting qualitatively, something they don't get to do too often in the midst of learning about numbers. I will continue to conduct these types of discussions as they are conducive to critical thinking and approaching accounting from a big picture perspective.
ACCT G101	cSLO 6	Spring 2016	I may add an essay question on an exam to specifically test how the students would address an ethical problem brought to their attention.
ACCT G101	cSLO 6	Spring 2016	I will continue to allocate time on the fundamentals of the class, which includes ensuring students have an understanding of the ethical implications in financial reporting. I will continue to assess students on their knowledge of these key issues in order to strive for a high rate of student success in achieving course student learning outcomes. I will consider other forms of assessment such as targeted homework assignments, quizzes, writing assignments or in-class projects.
ACCT G101	cSLO 6	Spring 2016	Despite the high success rates in the assessment, and this concept being a component in problem form of exam #2, students had difficulty understanding the correct treatment of errors based on the journal entries required. I will counter this by having students do more active exercises in class during the early few weeks of the course such as transaction analysis, T account construction, etc. Also, demonstrating to students how they can locate an error in a bank reconciliation by ensuring the two cash balances agree as a check – which is a derivative of including the correct captions in the reconciliation. In addition, by continuing to reinforce this concept as specific accounts such as accounts receivable and accounts payable. By stimulating their thought process with active exercises that they can do in groups in class, this should help the concepts stick, challenging them to seek the solutions and motivate them to learn them on their own via independent study.
ACCT G102	cSLO 1	Fall 2015	I will continue to allocate time on the fundamentals of the class, which includes ensuring students can define the cost accounting elements that form the framework for cost accounting. I will continue to assess students on their knowledge of these key terms in order to strive for a high rate of student success in achieving course student learning outcomes. I will consider other forms of assessment such as targeted homework assignments, quizzes, writing assignments or in-class projects/presentations.
ACCT G102	cSLO 1	Spring 2016	By introducing examples of what a factory plant looked like, and how they operated; then went through each operation and associate each task with a journal-like transaction, it really helped students understand cost accounting. If students can see and relate a task to a journal transaction, then they can easily understanding the concept of the transaction and retain the knowledge learned from cost accounting lectures. For an example: I found an old chocolate factory footage from an "I Love Lucy" episode, I was able to show students what expenses "Work In Process" account captured, who were the direct and indirect labor, what spoilage meant, etc.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
ACCT G102	cSLO 1	Spring 2018	I will continue to review the subject matter in class, with sample homework and test problems, and will encourage students to use the publishers study aids to better prepare for the exams. I will also encourage students that are struggling with the subject matter to seek additional assistance such as tutoring and office hour assistance from me.
ACCT G102	cSLO 2	Spring 2016	In order to get students to understand job order costing from start to finish, I would provide more foundation and context to what manufacturing companies do, how and why they do what they do, so that students have a clearer picture from the beginning what job order costing is, why it is necessary, and why so many companies use it.
ACCT G102	cSLO 2	Spring 2016	While I will continue to administer similar rigorous comprehensive questions on the exams, based on the results of this first exam I have already incorporated more practice test material before exams to help prepare students for a more comprehensive approach to the problem. I plan to support students who appear to be struggling with this work by offering additional office hours or virtual meetings to work through their personal difficulty with the material.
ACCT G102	cSLO 2	Spring 2018	Pre-lecture assignments forced students to read and “touch” the chapter prior to lecturing, where they would gain a familiarity of the subject matter as discussions progressed. Homework assignments were worked together in class and separately at home, which forced students to use paper and pencil as well as computerized tasks. Projects lead students to “think outside the box” where one of the projects was a discussion on ethics of which research and proper citations were required, and two others were in Excel format.
ACCT G102	cSLO 3	Spring 2016	By introducing examples of what a factory plant looked like, and how they operated; then went through each operation and associate each task with a journal-like transaction, it really helped students understand cost accounting. If students can see and relate a task to a journal transaction, then they can easily understanding the concept of the transaction and retain the knowledge learned from cost accounting lectures. For an example: I found an old chocolate factory footage from an “I Love Lucy” episode, I was able to show students what expenses “Work In Process” account captured, who were the direct and indirect labor, what spoilage meant, etc.
ACCT G102	cSLO 3	Fall 2016	I will record some videos to walk through the comprehensive problems for the online class. My assessment of the difference in outcomes in the two classes has to do with the additional instruction the in-class students had from the instructor. As such, I will provide the online students the benefit of that same instruction via pre-recorded videos
ACCT G102	cSLO 4	Spring 2016	By introducing examples of what a factory plant looked like, and how they operated; then went through each operation and associate each task with a journal-like transaction, it really helped students understand cost accounting. If students can see and relate a task to a journal transaction, then they can easily understanding the concept of the transaction and retain the knowledge learned from cost accounting lectures. For an example: I found an old chocolate factory footage from an “I Love Lucy” episode, I was able to show students what expenses “Work In Process” account captured, who were the direct and indirect labor, what spoilage meant, etc.
ACCT G102	cSLO 4	Spring 2017	Pre-lecture assignments forced students to read and “touch” the chapter prior to lecturing, where they would gain a familiarity of the subject matter as discussions progressed. Homework assignments were worked together in class and separately at home, which forced students to use paper and pencil as well as computerized tasks. Projects lead students to “think outside the

Course Name	cSLO	Semester Assessed	cSLO Data Planning
ACCT G102	cSLO 4	Spring 2017	Pre-lecture assignments forced students to read and “touch” the chapter prior to lecturing, where they would gain a familiarity of the subject matter as discussions progressed. Homework assignments were worked together in class and separately at home, which forced students to use paper and pencil as well as computerized tasks. Projects lead students to “think outside the box” where one of the projects was a discussion on ethics of which research and proper citations were required, and two others were in Excel format.
ACCT G111	cSLO 2	Spring 2018	I will continue to cover the calculation of tax liability for various filing statuses, but with a greater coverage of high-income tax liability calculations. I will continue to assign homework problems that give the students practice, and add additional practice on the high-income tax payers. I will also continue to provide additional practice “exams” or “knowledge checks” on this area, and add more problems for the filing statuses the students found more difficult.
ACCT G113	cSLO 3	Spring 2018	The aspects of S Corporations are covered in great detail in the book, and we spent a lot of time in class on these points. I will continue to assign homework questions that prepare students for this question. I will continue to give out practice activities that test the students’ knowledge of S Corporations. I may give the students more S Corporation form preparation practice to further their knowledge.
ACCT G113	cSLO 3*	Fall 2017	“I plan to make my class more interactive and introduce more group exercises.” This was the last sentence on my previous SLO assessment. I changed the format and structure of the class almost entirely from the last time I taught it. The class now includes four in-class projects – three of which are business tax returns. A fourth exam was introduced to better compartmentalize the information related to each entity type. These changes had a positive effect on knowledge retention and student engagement.
ACCT G115	cSLO 1	Fall 2017	The students feedback was they really enjoyed the interactive aspect of the discussion assignments, especially since this was an online class. They commented in a survey that they enjoyed reading others perspective on the topics and learned a lot from them. While they had to do their own research and compose their own work due to the private initial discussion, some feedback I received is they would have liked to occasionally work and research together in groups. In the future I will incorporate one group discussion project to continue the collaboration and interaction for the online course.
ACCT G130	cSLO 2	Fall 2015	I plan to use this information to emphasize to the students, more than I already do, that successful completion of the homework and practice material that is provided is the best way to do well on the exam. Also, I will reinforce that the study of accounting is a continuous process and is not the study of a finite subject matter in each course. Finally, I will demonstrate how even the smallest error can significantly affect their overall grade. I will use results from this semester, generally, in future semesters to emphasize that point.
ACCT G130	cSLO 3	Fall 2016	To increase student’s performance in this area next semester, I plan to revise one of the assessments and my approach to it. The result, I hope, will be more studying by the student’s with the additional information that I am providing for them.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
ACCT G210	cSLO 1	Spring 2016	Continue to assign homework, in addition, I will add additional exam questions on cost classification next semester to further advance student knowledge.
ACCT G210	cSLO 5	Fall 2015	Continue to assign homework and in addition, I will add a capital budgeting case project for the student to complete next semester to further advance student knowledge.
ACCT G212	cSLO 1	Spring 2016	I plan to continue the structure of the class in that the integration of homework assignments will continue to reflect the difficulty of the material covered. I think that the method I have in place currently adequately covers the course objectives and is an effective way to deliver the learning content to students. To improve student learning, I plan to record more lectures to explain the particularly difficult subject areas such as EPS and leases so that students can benefit from my lectures in addition to the resources they have at their disposal.
ACCT G215	cSLO 1	Spring 2018	As stated above, to include a specific assignment relating to the historical basis and the analysis of the reasons for specific internal controls that can be implemented in the business was a useful technique to educate students on the importance of the individual components and internal controls that should be included in business processing systems. I believe another instructor of this course should consider utilizing this SLO and this assessment technique
ACCT G220	cSLO 1	Fall 2015	To increase the students' attention to that aspect of the course next semester, I will be updating most of the assignments and all of the exams so that they are even better aimed at the intended integration of Forensic Accounting with the business world.
ACCT G220	cSLO 2	Fall 2016	Regardless of the perceived success with this SLO, each semester, I strive to update the course and make it relevant with current events. I will continue to do so.
ACCT G235	cSLO 1	Fall 2015	I will continue to allocate time on the fundamentals of the class, which includes ensuring students are able to set up a company in QuickBooks. I will continue to assess students on their knowledge of this skill in order to strive for a high rate of student success in achieving course student learning outcomes. I will demonstrate in class as well as assign practice exercises to students in QuickBooks in order to continually improve student learning in this area.
ACCT G235	cSLO 2	Spring 2016	I will continue to administer the same comprehensive quiz at the end of Chapter 5 material. I may add a project component to the end of this chapter to help demonstrate more practical application with the software. I currently incorporate a overall comprehensive project at the end of this course. I am considering starting this project earlier on to be able to clearly test students on the individual SLO performance.