**IMPERIAL VALLEY COLLEGE**

**Student Learning Outcomes (SLO) Assessment Cycle Form**

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| Date: | June 4, 2010 |  |  |
| Department Name: | Office Administration |  |  |

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| --- | --- |
| Course Number/Title or Program Title: | Bus 10 Practical Accounting |

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| Contact Person/Others Involved in Process: | Lead: Judy Santistevan Others: Todd Hansink |

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| If course is part of a major(s), and/or certificate program(s), please list all below:  |  |  |  |  |
| Major(s): | Certificate(s): |  |  |  |  |  |
| Business Accounting Technician | Agricultural Business Management  |  |  |  |  |  |
| Business Financial Services | Business Accounting Technician |  |  |  |  |  |
| Business Management | Business Financial Services |  |  |  |  |  |
| Business Marketing | Business Management, Business Marketing |  |  |  |  |  |

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| Does course satisfy a community college GE requirement(s)?  |  | Yes  | X | No  |  | N/A |

If yes, check which requirement(s) below:

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|   | American Institutions |  | Language and Rationality – English Composition |
|  | Health Education |  | Language and Rationality – Communication and Analytical Thinking |
|  | Physical Education / Activity |  | Natural Science |
|  | Math Competency |  | Humanities |
|  | Reading Competency |  | Social and Behavioral Sciences |
|  |  |  |  |
|  | **Student Learning Outcome** | **Assessment Tool**(e.g., exam, rubric, portfolio) | **Institutional Outcome\***(e.g., ISLO1, ISLO2) |
|  | **Example:** Identify, create, critique, and refute oral and written arguments. | Debate + Debate rubric | ISLO1, ISLO2 |
|  | Outcome 1: Demonstrate knowledge of accounting concepts to analyze, journalize, and post transactions. | Chapter Exam  | ISLO1, ISLO2, ISLO3, ISLO4, ISLO5 |
|  | Outcome 2: Prepare a bank reconciliation statement. | Chapter Exam | ISLO1, ISLO2, ISLO3 |
|  | Outcome 3: Calculate employee earnings and deductions. | Payroll Register | ISLO1, ISLO2, ISLO3 |

**Each SLO should describe the knowledge, skills, and/or abilities students will have after successful**

**completion of course or as a result of participation in activity/program.** A minimum of one SLO is required

per course/program. You may identify more than one SLO, but please note that you will need to collect and

evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister* *toni.pfister@imperial.edu* *or X6546*

**\*Institutional Student Learning Outcomes: ISLO1** = communication skills; I**SLO2** = critical thinking skills;

**ISLO3** = personal responsibility; I**SLO4** = information literacy; I**SLO5** = global awareness

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| **1. Course Number & Date of Assessment Cycle Completion**  | **Course:** Bus 10 **Date:** Fall 2009 |
| **2. People involved in summarizing and evaluating data** | Judy Santistevan |
| **3. Data Results**Briefly summarize the results of the data you collected. | **Outcome 1:** A chapter exam was used to measure the students’ knowledge and performance of accounting concepts by analyzing, journalizing and posting transactions. Twenty-six students took the exam. The results:13 students scored an A 6 students scored a B 4 students scored a C 1 student scored a D 2 students scored an F 50% of students demonstrated outstanding performance skills24% of students demonstrated satisfactory performance skills15% of students demonstrated acceptable performance skills4% of students demonstrated marginal performance skills8% of students demonstrated unacceptable/ needed improvement performance skills**Outcome 2:****Outcome 3:** |
| **4. Course / Program Improvement**Please describe what change(s) you plan to implement based on the above results. | Based on the above results, I don’t plan to make any changes as 89% of the students earned a C grade or better.**\*\*Will this include a change to the curriculum (i.e. course outline)? No**  |
| **5. Next Year** Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how? | Yes, it was effective. Assessing the students’ scores allowed me to see what was working and what was not. This was a work-based performance exam.No, I don’t plan to change the assessment for next year. I would like to use the same for comparison. |
| **6. After-Thoughts** Feel free to celebrate, vent, or otherwise discuss the process. |  |

**Bus 10 Practical Accounting**

**Grading Rubric**

Analyze, journalize, post transactions

90 – 100% = A Especially skillful identification and analysis of accounting concepts

80 – 89% = B Clear and competent use of accounting concepts

70 – 79% = C Accurate but limited use of account concepts

60 – 69% = D Limited grasp of accounting concepts

59% and below = F Inaccurate use of accounting concepts