1. What courses/certificates/programs have you assessed this past semester?

1. Accounting 1
2. Accounting 2
3. Business 1
4. Business 5
5. Finance 8
6. Management and Theory 2
7. Small Business Management 13
8. Human Resource Management 33

2. Summarize the analysis of your assessment results for courses in your area including what benchmarks (standards for student success) were established for achievement of the SLO(s).

Accounting 1 SLO 1- Overall, the results were similar to historical scores. Recent improvements have included emphasis on case studies and expanded practice quizzes to improve revenue recognition and accrual accounting concepts. In general, these concepts tested well in Q 1-4 above. The accounting adjustments tested poorly in Q 8-9 above and will be emphasized more strongly next semester through expanded practice quiz questions (adjusting entries and impact of failure to record adjustments). Otherwise, results are typical for Accounting I as these exams are given early in the semester and students often do not invest the necessary study time. The importance of sufficient study time will be stressed again next semester. In addition, the sample included two students who did very poorly in the class, resulting in lower overall rubric scoring.

Accounting 1 SLO 2 – The 70% benchmark was achieved for the first time this semester. The remaining 17 students out of the original 40 enrolled survived the rigorous requirements and standards established in the syllabus. These 17 were the cream of the class with the exception of two—one dropped last minute, another got a "D". As before, they had an in-class speaker, a practitioner and former Accounting 1 & 2 student, who impressed on the students how an immigrant like him rose to become a successful accountant-tax preparer serving his community.
Accounting 2 - The results overall were consistent with the other Accounting II section. The questions which tested poorly in multiple choice format for purposes of the above assessment (Q 1, 4 and 7) also tested poorly in the other Accounting II section. However, as was the case in the other section, these concepts tested well when part of larger problem-solving exercises. As a result, I do not believe there to be a weakness in these concepts.

Business 1 – Based on this assessment, the visible strengths are in identifying countries with factors that are controlled by either the government or free market. Students did very well in this section, 78% and 85% for both sections. Additionally, students are able to recognize the economic systems, 67% and 61%. The challenges are that students were not able to describe the factors of production 41% and 48% respectively. The overall average score was 62% and 65%, which means that we did not meet the 70% benchmark for this SLO. Faculty are conflicted whether it is because of a matter of the classroom or student dedication to studying. The concepts assessed are fairly difficult concepts to understand but necessary for the student in this introductory course. Based on this evaluation, faculty have come up with a few suggestions to improve student understanding.

Business 5 - The assessment was based on a hypothetical business law case that required students to reflect on the business law course material disseminated throughout the class. It reinforced critical thinking skills and stimulated students to apply their knowledge of business law to a real world situation. This authentic assessment can be deemed successful as evaluated by the rubric.

Finance 8 - The total number of students assessed were 12. Out of the twelve students, 81% were able to identify all four elements of financial planning; this is an increase of 14% higher than the last assessment which was 67%. 70% of the students were able to successfully describe their functions, 12% higher than last assessment. And lastly, 70% of the students were able to explain their relationships with each other, which is the application part of the terminology, an 18% increase from last assessment. This is encouraging news.

Management and Theory 2 - 10 students were assessed; out of those 10 students, two students were not assessed since they did not complete this particular assignment. 96% of students were successfully able to identify the four functions of management. This result is exactly the same as the last assessment in Fall 2011. These functions are foundational to this class and are important to understand early in the semester. If students are unable to fully grasp these functions, then it would reflect in their overall understanding of the class. Additionally, 79% of students are able to describe each function and list its main role. Again, these are the same numbers as in the last assessment. Lastly, 83% of students are able to connect the functions with each other. This is an increase from the last assessment which was 71%. This analysis involves not only identifying the functions and describing them but also connecting their relationships and how they support one another. This assessment demonstrates that students understand this concept, not only from a theoretical standpoint but also from a practical standpoint. Overall, students did quite well and exceeded the 70% benchmark established. Assessment is improving each semester. All the recommendations from the last assessment were adopted which were: 1-incorporate a case study focusing on how these functions support each other; 2- pose scenarios identifying only one or two functions to breakdown the process.
Small Business Management 13 - There were 10 students assessed. Out of the 10 students, 100% were able to identify terminology. This means that students are able to recognize all five environmental variables. However, only 47% were able to describe these environmental factors. This means that 100% of the students are able to identify them but only 47% can describe them. There is a big disparity between these numbers. Thirdly, 67% are able to connect these environmental variables to business ownership. This section is more of the application part, which means that students really need to understand these variables in order to connect them to real world.

Human Resource Management 33 - Students did very well in the terminology section. This class is unique in that language knowledge is vital in order to fully understand the concepts. This assessment shows that of the tested students, 83% were able to clearly describe concepts. In identifying roles and functions, 78% of the students did very well and 67% of students were able to analyze these concepts. This third tier involves not only knowing terminology, but also identifying key functions and thirdly showing understanding of all of these functions. This third part involves application which requires more critical thinking. Overall, this is a good progression; our benchmark is 70% and the assessment shows 76%. This is a good starting point.

3. Based on the discussion and analysis of your assessment results, what changes have you made or do you plan to make?

Here is a compilation of changes faculty within the business discipline plan to implement:

- **Accounting 1** - Generally, the teaching methods will not be modified. However, the content of certain practice quizzes and case studies will continue to be modified to challenge the students in the areas of revenue recognition and accrual accounting given their importance.

- **Business 1** - This assessment caused faculty to discuss further the gap between the established benchmark of 70% and the results of in two sections (62% and 65%). Faculty recommend the following changes: 1-Be clearer about the actual questions. Instead of making it into two major sections, break them down into small sections so that students clearly understand the question at hand. 2-Spend more time during lecture and create group discussion so that students can apply factors of production globally.

- **Finance 8** - While this assessment indicates that we are getting better, there is still room for improvement. The recommendation is to: 1-Spend more time developing the understanding of this part of the subject—this is the first concept that students must understand and it builds throughout the semester. 2-Utilize case studies or other sources to assist students to fully understand this area/concept 3-Ask questions throughout the lecture process to ascertain or assess understanding.

- **Management 13** - This assessment shows that there is a disconnect in the understanding of these environmental variables. Although, students are able to identify the variables, many cannot describe them and furthermore have a difficult time connecting to real world scenarios. Clearly, a modification on how we present/teach these concepts needs to be revisited. The following are suggestions to improve on point 2 and 3: 1-Spend more time in discussion with students and engage in participation so as to ascertain understanding. 2-Present a case scenario.
4. **Follow up on previous assessments:**

(1) If this SLO was assessed previously, compare the results with the earlier assessments. Have the recommended changes been implemented?

(2) How have the findings led to improved student learning and the achievement of the college mission?

**Accounting 1** – Assessment results increased from 73% to 81%. Suggestions were followed which resulted in increased results. The suggestions were as follows:
1- Expectations will be specifically set so that students understand the importance of this attribute.
2- A partial template will also assist in the proper formatting. As for the interpretation of the financial statements, there will be extra class time and discussion devoted to the evaluation of profitability and liquidity.
3- Practice quiz will be instituted to test for understanding of these concepts.
4- Greater weighting of the interpretation attribute will emphasize importance and focus student effort in this area.

**Accounting 2** – Tremendous strides have been accomplished in this SLO. In fall 2012 the overall assessment result was 59%, however, in fall 2013 it rose to 72%. The results of this exercise are actually better than in previous semesters (not used in SLO assessment in prior semesters). This was accomplished by devoting more time to the topic and providing greater focus and structure to the area by customizing the chapter contents and assignments. The instructor has reconstructed the chapter and has designed a customized case study and practice quiz to enhance the lesson plan. The instructor further plans to 1-enhance understanding by preparing a custom PowerPoint package which students may download from Moodle; 2- expand the case study time to enable increased group discussion and analysis.

**Business 5** – The spring 2013 results were 76% compared to fall 2013 which were 73%, a 3% increase in student achievement of the SLO.

**Finance 8** – The fall 2011 results were 59% compared to fall 2013 which were 74%. This is a major improvement due to the implementation of new strategies. These are:
1- Spend more time developing the understanding of this part of the subject - this is the first concept that students must understand and it builds throughout the semester.
2- Utilize case studies or other sources to assist students to fully understand this area/concept
3- Ask questions throughout the lecture process to ascertain or assess understanding.

**Management 2** - 96% of students were successfully able to identify the four functions of management. This is exactly the same as the last assessment in Fall 2011. These functions are foundational to this class and are important to understand early in the semester. So if students are unable to fully grasp these functions, then it would reflect in their overall understanding of the class. Additionally, 79% of students were able to describe each function and list its main role. Again, these are the same numbers from the last assessment. Lastly, 83% of students were able to connect the functions with each other. This is a 12% increase from the last assessment which was 71%. This analysis involves not only identifying the
functions and describing them but also connecting their relationships and how they support one another. This assessment demonstrates that students understand this concept, not only from a theoretical standpoint but also from a practical standpoint. Overall, students did quite well and exceeded the 70% benchmark. Assessment is improving each semester. All the recommendations from last assessment were adopted which were: 1-case study focusing on how these functions support each other. 2-pose scenarios identifying one or two functions only to breakdown the process.

5. **How have the results of your assessments been shared and discussed among the members of your program? (Provide dates and any minutes of meetings as evidence.)**

Members within the business discipline now meet on a more consistent basis. The Accounting instructors have met several times to discuss SLO assessment and findings. On October 11 all faculty, including adjunct, attended the SLO Summit which provided a venue for further discussion and planning.

6. **How have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)?**

Although we had an advisory meeting, these findings were not shared because the agenda was already so full and it was a combined discipline advisory meeting; however, we plan another meeting in Spring 2014 and anticipate sharing this information.

7. **What resource requests are planned as a result of the assessments?**

The continuance of tutors for accounting classes.

8. **Have the assessment results been posted on the online system?** Yes