Discipline Outcome
Payroll and tax returns: Students will identify and apply major provisions of payroll and income tax laws.

Assessment Author(s)
Denice Pardee

Measure 1 Type:
Direct

Rubric-graded report

Measure 1 Description:
1. Students are required to complete a comprehensive computerized payroll project. The project takes the student through the fourth quarter of the year and requires quarterly and year-end reporting.
2. This is a hands-on project students complete in addition to other graded activities. To be successful in completing the project, the student must apply what was learned throughout the semester.

Measure 1 Sample Size:
8

1) Describe the benchmark for this measure.
Of the students assessed, an average of 80% or better on the project components is expected. The students being assessed are completing the A.A.S. Degree in Accounting and the department is striving to ensure the program produces highly skilled, knowledgeable and marketable employees.

2) What is the rationale for choosing this benchmark?

The rationale for this benchmark is to allow students to perform a comprehensive computerized payroll project. The students perform this assignment using critical thinking and quantitative reasoning to gain a better understanding of payroll laws.

This discipline outcome was  
Missed benchmark

Measure 1 Results:  
Composite Score 41%

1) How did unit/department performance compare to the benchmark?

In the Average Project Component Scores for the school year 2016, students' performance was above the benchmark of 80%. In the Percent of Students Correctly Preparing Payroll Tax Forms for the school year 2016, students' performance was below the benchmark of 80%.
2) How does the data compare to the previous year, if applicable?

Results from the previous year are consistent with the current year with some areas actually improving. Students are required to complete all components of the project as part of their graded coursework. Payroll tax return scores for the school year 2016, could not be determined based on the data submitted.

3) If multiple measures were used, how do they compare to each other?

Did not use multiple measures.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong exceeds benchmark, neutral meets benchmark, or weak misses benchmark)?

Missed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

This outcome is important to the accounting program and the department will continue to assess and measure the students' strengths and weaknesses for the comprehension of the computerized payroll project. Results of this assessment will be shared with faculty in order to make improvements especially in the area of the completion of payroll tax forms.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

Since payroll skills are one of the many areas high on employers' needs for accounting, the department will continue to focus on utilizing various methods in order to engage the students' skills in this area. The assessment results indicate that we are moving in the right direction, however there is still room for improvement.

Further Action:

Further Action Planned

Describe the action plan:
Further discussion with faculty on improvements that can be made to insure students are completing the project in a timely and accurate manner. Data collection for the next year will also change in order to correctly capture accuracy of the payroll tax form portion of the project.

**Person/ Group responsible for action**

Department

**Target Date for implementation of the action**

09/30/2017

**Priority**

Low

**Discipline Outcome**

**Reporting and costing tools:** Students will summarize cost information for both internal and external reporting.

**Assessment Author(s)**

Denice Pardee

**Measure 1 Type:**

Direct

Rubric-graded report

**Measure 1 Description:**

1. Case study assigned in Managerial Accounting.
2. Students are required to review revenue and cost information and present financial information for managerial decision making. To be successful in completing the case study, the student must apply specific concepts learned within several chapters discussed.

**Measure 1 Sample Size:**
1) Describe the benchmark for this measure.

Of the students assessed, an average of 80% or better on the project components is expected. The students being assessed are completing the A.A.S. Degree in Accounting and the department is striving to ensure the program produces highly skilled, knowledgeable and marketable employees.

2) What is the rationale for choosing this benchmark?

The rationale for this benchmark is to allow students to review information to make managerial decisions. The students perform this case study using Managerial Accounting concepts learned in order to assist with managerial decision making. However, Managerial Accounting is no longer being taught at ACC.

This discipline outcome was

Missed benchmark

Measure 1 Results:

The Managerial Accounting course is no longer being offered, therefore, there are no results.

Further Action:

Further Action Planned

Describe the action plan:

Because the Managerial Accounting course is no longer being offered, it is extremely important that a project for another course replace this outcome.

Person/ Group responsible for action

Department

Target Date for implementation of the action

08/14/2017

Priority

High

Learning Outcome
Quantitative Reasoning: Students will utilize and calculate financial ratios to analyze financial performance.

Assessment Author(s)
Denice Pardee

Measure 1 Type:
Direct

Rubric-graded report

Measure 1 Description:
1. Financial Statement Analysis Project in Accounting Principles II.
2. Students are being challenged to complete projects outside of the classroom that incorporate quantitative reasoning as it relates to computing and analyzing financial information.

Measure 1 Sample Size:
119

1) Describe the benchmark for this measure.

Of the students assessed, an average of 80% or better on the project components is expected. The students being assessed are completing the A.A.S. Degree in Accounting and the department is striving to ensure the program produces highly skilled, knowledgeable and marketable employees.

2) What is the rationale for choosing this benchmark?

The rationale for this benchmark is to allow students to perform financial analyses on real-world companies. The students perform this assignment using mathematical calculations and quantitative reasoning to gain a better understanding of accounting and financial statements in the real-world.

This learning outcome was

Surpassed benchmark

Measure 1 Results:

Composite Score 91.48%
1) How did unit/department performance compare to the benchmark?

Students exceeded the benchmark in all measured components of the project.

2) How does the data compare to the previous year, if applicable?

Results from the previous year are consistent with the current year with some areas actually improving. Students are required to complete all components of the project as part of their graded coursework.
3) If multiple measures were used, how do they compare to each other?

Did not use multiple measures.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong exceeds benchmark, neutral meets benchmark, or weak misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

The department will continue assessing results of the Financial Statement Analysis Project. The department will strive to improve performance by giving students additional instruction which includes exercises in analyzing financial results.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

Since financial analysis is an excellent skill for our accounting students, the department will continue to focus on utilizing various methods in order to engage the students’ skills in this area. The assessment results indicate high performance, however there is still room for improvement.

Further Action:

Further Action Unnecessary

Learning Outcome

Communication: Students will demonstrate written and oral communication skills as related to accounting.
Assessment Author(s)
Denise Pardee

Measure 1 Type:
Direct

Rubric-graded report

Measure 1 Description:

1. Students are required to research a current topic related to Intermediate Accounting, write a paper and present their findings to the class.
2. Students are evaluated on the content, relevance and accuracy of the report and the quality of the presentation allowing the instructor to determine if the students are properly applying what has been covered in the class. Also, the students benefit by getting a variety of perspectives and issues related to the topic.

Measure 1 Sample Size:
4

1) Describe the benchmark for this measure.

Of the students assessed, an average of 80% or better on the project components is expected. The students being assessed are completing the A.A.S. Degree in Accounting and the department is striving to ensure the program produces highly skilled, knowledgeable and marketable employees.

2) What is the rationale for choosing this benchmark?

The rational for this benchmark is to allow students to research current topics that pertain to Intermediate Accounting and successfully communicate their findings.

This learning outcome was

Surpassed benchmark

Measure 1 Results:

Composite Score 94.59%
1) How did unit/department performance compare to the benchmark?

Students exceeded the benchmark in all measured components of the project.

2) How does the data compare to the previous year, if applicable?

This was the first year using the Intermediate Accounting course for this outcome.

3) If multiple measures were used, how do they compare to each other?

Did not use multiple measures.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong exceeds benchmark, neutral meets benchmark, or weak misses benchmark)?
Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

The department will continue assessing results to make sure that surpassing the benchmark continues.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

Since oral and written communication is an excellent skill for our accounting students, the department will continue to focus on utilizing various methods in order to engage the students' skills in this area. The assessment results indicate high performance, however there is still room for improvement.

Further Action:

Further Action Unnecessary