Program Student Learning Outcome (PSLO) Assessment Reporting Template 2016-2017

[For further guidance on this process, see the PSLO Assessment How-To Guide on the TLC website]

Program: Accounting   Semester: Fall 2017
Faculty/Staff Assessing the Program: Penny Wilkins

Part 1: Assessment Goals

What do you want to learn about your students and their learning from this process?

- The department wants to know if students are proficiently performing in the Accounting program.

Part 2: Assessment Plan

PSLO	Method of Assessment	Proficiency Criteria	Student Population Assessed
Enter all the PSLOs for your program below. (Additional rows may be needed)	**Identify and describe the assessment activity** (capstone project, portfolio, interview, pre/post survey, analysis of success rates, etc.) used to assess the students' proficiency of the PSLO. Explicitly state which part of the assessment activity assessed a particular PSLO.	**List the criteria you used to determine proficiency levels for each of your PSLOs.** How did you determine "needs improvement," "meets proficiency," or "exceeds proficiency" criteria?	**Describe which student populations you assessed and how you chose those populations.** How many students did you assess? To what extent did the sample adequately represent all students in the program? Why did you choose this particular group for this particular PSLO? Explain.
PSLO 1: Demonstrate the knowledge and skills necessary for an entry level position in public and/or private accounting.	Homework from BUS186 sections 6858, 6859, and 6860 from Spring 2016 were used to measure student accomplishment of this PSOL.	Needs improvement was defined as students completing work with a score of 69% or lower. Meets proficiency was defined as students completing work with a score of 70 to 79%. Exceeds proficiency was defined as students completing work with a score of 80% or above.	How many students did you assess? **106** To what extent did the sample adequately represent all students in the program? The sample was a sound representation of the students in the program covering all sections of the course used for assessment in one semester. Why did you choose this particular group for this particular PSLO? The group represents all students enrolled during the semester in the course used for program assessments. The course used to assess the program is one that all program students complete and incorporates the PSOLs.

PSLO 2. Analyze information from source documents and narratives and record in the proper accounting records the typical types of financial transactions encountered daily by a for-profit business.	Homework from BUS186 sections 6858, 6859, and 6860 from Spring 2016 were used to measure student accomplishment of this PSOL.	Needs improvement was defined as students completing work with a score of 69% or lower. Meets proficiency was defined as students completing work with a score of 70 to 79%. Exceeds proficiency was defined as students completing work with a score of 80% or above.	How many students did you assess? **106** To what extent did the sample adequately represent all students in the program? The sample was a sound representation of the students in the program covering all sections of the course used for assessment in one semester. Why did you choose this particular group for this particular PSLO? The group represents all students enrolled during the semester in the course used for program assessments. The course used to assess the program is one that all program students complete and incorporates the PSOLs.
PSLO 3. Construct financial statements and reports from accounting records	Homework from BUS186 sections 6858, 6859, and 6860 from Spring 2016 were used to measure student accomplishment of this PSOL.	Needs improvement was defined as students completing work with a score of 69% or lower. Meets proficiency was defined as students completing work with a score of 70 to 79%. Exceeds proficiency was defined as students completing work with a score of 80% or above.	How many students did you assess? **106** To what extent did the sample adequately represent all students in the program? The sample was a sound representation of the students in the program covering all sections of the course used for assessment in one semester. Why did you choose this particular group for this particular PSLO? The group represents all students enrolled during the semester in the course used for program assessments. The course used to assess the program is one that all program students complete and incorporates the PSOLs.

Part 3: Assessment Findings

What are the findings from your assessment efforts?
- Summarize and interpret your data. How many students were at each proficiency level?

Of the 106 students assessed, it was discovered that 60 students exceeded proficiency, 24 students met proficiency, and 22 students needed improvement for the PSOLs. This means that approximately 79% of the students accomplished the PSOLs and 21% did not meet PSOL proficiency.

In reviewing the assessments, in class activities, and instruction provided, it was discovered that some of the unsuccessful students did not complete the assessment. More time to complete the assessment and or delivering the assessment in other modalities could improve student completion and raise student proficiency. For the students that did complete the assessment, it was discovered that more at home practice problems, in class practice, discussion, and examples could improve understanding and raise proficiency.

Part 4: Next Steps

What are your next steps?
- How will the results of this assessment be used to improve student learning in your program, if you found that improvement is needed? How might you adjust your teaching methods, program design, or other component of your program, if applicable?

More practice in class and at home along with more in class and or take-home examples could be utilized to help improve student proficiency. Current curriculum, textbook, and library resources will be reviewed to provide additional material and learning opportunities for students.

- To what extent do your results point you to a need for professional development? Explain. N/A

- What is the plan of action and timeline of your next steps? Who are the major players?

Penny Wilkins will meet with Library personnel and Wiley Plus representatives to determine student resources available, and will incorporate the materials and additional practice opportunities into the lesson plans. Penny will provide resource findings and work with adjuncts teaching in the program to find additional resources to incorporate.

- Spring 2018- Begin Resource Exploration.
- Spring-Summer 2018- Explore resources and build a plan to incorporate additional resources and practice opportunities into the lesson plans. Communicate with adjuncts.
- Fall 2018- Begin to incorporate new material into lessons plans.
- Spring 2019- Continue to adjust resources and assess impact of changes.

Part 5: Report Summary
Lastly, sum up your PSLO assessment in 400 words or less. This summary, along with all program assessment summaries, will be made public on the LMC website's Program Assessment page and used to inform our accreditation self-evaluation. Your summary should include:
- What you wanted to learn about your students
- What you did
- What you learned
- What you plan to do next to improve student learning

The Accounting program PSOL assessment was conducted to measure student proficiency. Course assessments from three sections of the foundational accounting course were used to measure student proficiency in the PSOLs. While accounting is traditionally a challenging program, many of the LMC Accounting students are performing well for this type of program. However, improvement opportunities are available, and it was discovered that more practice in class and at home along with more examples could be utilized to help improve student proficiency although student proficiency is already good in many respects. Department members will review current textbook resources, LMC Library resources, and practice opportunities with the aim of building a plan to incorporate the additional resources and practice opportunities into the lesson plans.