**BENCHMARK ASSESSMENT REPORTING FORM**

**(To be Completed by Faculty)**

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| **Program or Course: ACC201** |
| **Date: Spring 2020** |
| **Number of Student Participants: 46** |
| **Number of Faculty/Staff Participants: 2** |
| **Name of person completing report: Chris Demaline** |
| **Assessment Reporting Form:** This report is to show that assessment is occurring and that the results are being used to make changes to improve student learning. The assessment being reported could be an assessment of a Program Learning Outcome (PLO) or a Measurable Student Level Outcome (MSLO). Each program should be assessing and gathering data for at least two PLOs OR two MSLOs that contain CSLOs each year. |
| **1. What PLOs and/or MSLOs and CSLOs did you assess this year?**  1. Synthesis Level) Analyze transactions, record the appropriate journal entries, and complete the accounting cycle in accordance with Generally Accepted Accounting Principles (GAAP). (CSLO 4) 7. (Synthesis Level) Account for fixed assets, intangible assets, and natural resources; explain and demonstrate how they are presented on a company's financial statements. (CSLO 4) 8. (Application Level) Compute depreciation, depletion, and amortization using several methods. (CSLO 2) |
| **2. Describe the assessment method used and criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, research paper, performance exam, EAC, etc.)**  Embedded assessment using multiple questions related to fixed asset accounting. |
| **3. How many students were proficient in the PLOs OR MSLOs and CSLOs and how many were not? What was determined as proficient? (i.e. 70% = proficient)**  There are 5 multiple-choice questions so if students got 4 or 5 of them correct, It was counted as a proficient. If they got 3, 2, 1, or 0 correct they were unsuccessful.  46 students completed the questions and 26 were successful while 20 were not. |
| **4. What changes/improvements were made or will be made in response to the outcomes of the assessment process?**  ACC201 instructors will continue to focus on teaching students how to critically read and interpret accounting word problems. Each professor has the freedom to provide this additional support to students in a way that the professor deems fit. Other, general action includes sustained focus on continuing professional education for all accounting faculty.  Future Evidence: common embedded assessments will continue to be used in ACC201 courses. |