

# Community College of Denver

## Accounting Department

### Program Assessment Plan

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## Department Mission Statement

The Accounting Department shares with the Center for Career and Technical Education a mission to make student learning its central focus. By providing excellence in teaching and experiential learning opportunities, our program strives to impart accounting knowledge and ethical values that students can use in their professional business careers.

## Department Goals (DG)

DG 1	Students will be well grounded in fundamental accounting knowledge relating to financial statement preparation and analysis, management decision making, internal controls and business processes, and principles of income taxation.
DG 2	Students will be aware of their professional responsibilities concerning ethical choices they will encounter in the accounting profession.
DG 3	Students will be able to describe the design, control and use of computer information systems in accounting.
DG 4	Students will be able to work well in a team and communicate results effectively, in both oral and written form.

## Program Student Learning Outcomes (PSLO's)

PSLO1	Record transactions and prepare financial statements for a business entity. (DG 1)
PSLO2	Communicate effectively in quantitative and qualitative terms through writing and speaking. (DG 4)
PSLO3	Perform accounting and reporting functions using an accounting information system. (DG 3)
PSLO4	Apply appropriate judgment derived from knowledge of accounting theory to financial analysis and ethical decision making. (DG 1,2)
PSLO5	Define and illustrate various managerial accounting terms and concepts and evaluate their relevancy for different decision-making purposes. (DG 1)

## Achievement Targets

For any given PSLO, we expect to achieve the following targets:

Exceed Expectations	20% of assessed population
Meet Expectations	60% of assessed population
Did Not Meet Expectations	20% of assessed population

## Assessment Methods

Direct and indirect assessment methods will be used to assess PSLO's. Direct methods include selected test questions, homework assignments, in class quizzes, individual and group presentations, and industry/governmental certifications. Indirect assessment methods such as surveys and interviews will be used to collect qualitative data.

Quantitative data will be collected through the use of direct assessment methods. Data will be evaluated based on the following three levels of performance and expectations: 0-59% *Did Not Meet Expectations*, 60-80% *Met Expectations* and great than 80% *Exceeded Expectations*. Some assessment methods are better suited for assessment through the use of a rubric. Our current rubric structure assesses SLO's across five levels of achievement; Poor, Fair, Competent, Good, Excellent. For consistency in assessment across all quantitative data collection methods, we are grouping these five levels as follows: Poor/Fair – *Did not Meet Expectations*, Competent/Good – *Met Expectations*, Excellent – *Exceeded Expectations*.

Qualitative data will be collected through the use of indirect assessment methods. Qualitative data does not allow for a “scoring” metric as detailed above for direct/quantitative data collection. But, PSLO's with qualitative metrics will still be held to the same achievement targets described in the first paragraph of the “Achievement Targets” section.

## Assessment Data Collection, Feedback and Timeframe

From Fall 2012 through Fall 2015, all assessment was conducted at the course level and reported in detail within the “*Accounting One Page Assessment Report*.” Summary of these assessment results, including Target Achievement data, can be found in the document “*PSLO Assessment Results Matrix*.” Any exceptions noted were discussed and appropriate “improvement plans” were put in place for subsequent semesters. Re-assessment of Course Objectives with exceptions were conducted or are scheduled for upcoming semesters. Analysis of assessment results and any improvement plan implementation takes place at the beginning of each subsequent semester following assessment.

In Fall 2015, previous assessments at the course level were plugged into the overall Program Level Assessment Plan. These are detailed in the “*PSLO Curriculum Matrix & Timeframe*” document. Our department has been able to assess the following PSLO's through our previous course level assessment efforts; PSLO 1, 2, 3, 5.

As mentioned above, previous assessment efforts have been recorded within the “*PSLO Curriculum Matrix & Timeframe*” document. In addition, this document is also used to help plan future assessments at the program level. Currently, the document has planned assessments through Fall 2019. This only acts as a guide in planning assessment. Re-assessment of PSLO's as well as changes within the program could alter the schedule detailed.