## Assessment Plan Worksheet # 3

Academic Program

**Assessment Report**

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| 3rd Year in Accounting |  | Fall 2011- Spring 20012 |
| **Academic Program** |  | **Assessment Period Covered** |
| **( ) Formative Assessment** |  | May 9, 2012 |
| **( x ) Summative Assessment** |  | **Date Submitted** |

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| **Academic Evaluation Question (Use a different form for each evaluation question):** |
| Has there been 90% student completion/success rate in FY 2011? |

**First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):**

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| *1a. Means of Unit Assessment & Criteria for Success*:  **Fall 2011 - Spring 2012 student completion/success rate** |
| *1a. Summary of Assessment Data Collected:*  **Based on the summary of grades turned in by professors/ requested from the OARR in TYC Accounting courses, the results were:**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Course | Fall 2011- Spring 2012 | | | Fall 2010- Spring 2011 | | | | Total Students Enrolled | No. of Students with a Final Grade of  A-C | Class Success Rate | Total Students Enrolled | No. of Students with a Final Grade of  A-C | Class Success Rate | | **AC 320** | **7** | **4** | **57.14%** | **7** | **2** | **28.57%** | | **AC 321** | **5** | **5** | **100.00%** | **4** | **1** | **25.00%** | | AC 325 | Not Available | Not  Available | - | 7 | 4 | 57.14% | | AC 330 | 4 | 4 | 100.00% | 3 | 3 | 100.00% | | AC 335 | 6 | 3 | 50.00% | 4 | 2 | 50.00% | | AC 370 | 4 | 4 | 100.00% | 2 | 2 | 100.00% |   **There was a general increase in the success rates in the current year, despite the bad publicity the program had last year. This is because of the following factors:**   * **Most students enrolled in the program are matured, duly employed, and are driven to succeed. They fully understand the importance of turning in good academic requirements on time, and met every deadline, unless circumstances demand that they do otherwise.** * **Although their comprehension may falter at times, but because of determination and the changes in the teaching strategies, students were very much involved in the learning process.** * **The change in the textbook, and the accessibility of the authors’/publisher’s student companion site enhanced the learning process.** |
| *1a: Use of Results to Improve Unit Services:*  **Since the general increase in the trend can be largely contributed to student factor, the college may still consider looking into the appropriateness of the recommended safety nets cited in the previous assessment worksheet as follows:**   * **There is a need to adopt another policy, wherein which only students with a grade of C or better in all 100 and 200 level courses and have taken these courses only twice or less, shall be admitted in the TYC Accounting Program. To further support the implementation of this policy, the SIS also needs to have a foolproof built-in controls regarding this matter.** * **The college also needs to strengthen the analytical capabilities, and mathematical and comprehension skills of students before they can get admitted to programs, which require a lot of analysis, such as TYC Accounting.** * **Since this program leads to a bachelor’s degree, and the graduate of such a degree may need to take licensure examinations abroad to further his career, a need for better quality of students is IMPERATIVE. It is also important to note that FSM imports accountants, who have bachelor’s degree in accounting. In the future, if COM-FSM intends to convince local businesses to replace their ex-pat accountants and comptrollers with COM-FSM graduates (of the same degree. Yes, we are working on this), our graduates must be able to deliver the same quality of expertise in this field.** |

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