## Assessment Plan Worksheet # 3

**Academic Program**

Assessment Report

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| --- | --- | --- |
| 3rd Year in Accounting |  | Fall 2009- Spring 20011 |
| **Academic Program** |  | **Assessment Period Covered** |
| **( ) Formative Assessment** |  | May 31, 2011 |
| **( 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 2009 - Spring 2011 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 2009- Spring 2010** | **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** | **5** | **4** | **80.00%** | **7** | **2** | **28.57%** |
| **AC 321** | **6** | **5** | **83.33%** | **4** | **1** | **25.00%** |
| **AC 325** | **6** | **6** | **100.00%** | **7** | **4** | **57.14%** |
| **AC 330** | **10** | **10** | **100.00%** | **3** | **3** | **100.00%** |
| **AC 335** | **6** | **6** | **100.00%** | **4** | **2** | **50.00%** |
| **AC 370** | **6** | **6** | **100.00%** | **2** | **2** | **100.00%** |

**As what can be observed in the table above, there was a downward trend in the percentage of students earning “C” or better.** **According to instructors, students who usually can earn at least a “C” in these accounting courses are those who show diligence in complying with all the academic requirements and dedication in their studies. Those who can earn an “A” must not just possess these traits but also have sharp analytical skills.****As pointed out in the Fall 2010 and Spring 2011 assessment reports, especially in AC 320 and AC 321, it can be observed that the percentage of students earning a grade of “C” or better in the AFTER-DISCUSSION-TEST are generally higher than that in EXAM-EMBEDDED TEST. Also, in the AC 321 assessment, a need to give time to students to assimilate and apply accounting concepts was raised.** **In the assessment report for an AC 131 class, the instructor pointed out that students who tried but fell short were the ones who did not comply with academic requirements. In the case of AC 320, 321, 325 and 335, those who did not get “C” or better also did the same thing, as claimed by instructors.****As also indicated in the same AC 131 class, the instructor disclosed that there were students who repeated this course to improve their grades and expressed his apprehension on the probability of students taking advantage of this opportunity too many times so that they can be admitted in the TYC Accounting Program. This may have already happened as some students enrolled this Fall had a hard time connecting basic accounting concepts with the new ones; it is just that the AC 320 and 321 instructor and program assessment writer cannot establish this speculation due to system information controls.** **Most important of all, in several course level assessments during the covered period, the instructor revealed that the students could analyze the problems well if they do it with her aid. That is, discuss the given items and grammatical implications, make use of previously discussed illustrations, connect the dots together, apply and then check.****One glaring results of the TYC Accounting course level assessments during this period is that the topics that are supposed to be taken up were not all covered; there some important topics that were not discussed anymore. The instructors believe that this is because the students needed more time to “assimilate” the concepts so that they can apply them very well. Also, the topics taken up in AC 320 and AC 321, which were also required in AC 370, also contributed to the repetition and less efficient use of time.**  |
| *1a: Use of Results to Improve Unit Services:** **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.**
* **Lastly, a need to reorganize the topics in AC 320, AC 321 and AC 370, should be addressed ASAP.**
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Prepared by:

**Marian Gratia G. Medalla,** Associate Professor

Noted by:

**Joseph Felix, Jr.,** Division Chair