

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Tax	101	TAX 101 05/29/2017- Income Taxes for Individuals
Division	Department	Faculty Preparer
Business and Computer Technologies	Business	Mark Johnston
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Determine the correct filing status and identify income and expenses included in Adjusted Gross Income.

- Assessment Plan
 - Assessment Tool: Multiple choice questions from selected unit tests.
 - Assessment Date: Winter 2013
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: The multiple choice section of the assessment will be blind-scored through the use of an answer key.
 - Standard of success to be used for this assessment: For the multiple-choice section, success will be demonstrated when at least 70% of the students score a minimum of 70% on all questions assessed within this learning outcome.
 - Who will score and analyze the data: Full-time Business Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
37	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were a couple of reasons why the number of students assessed was different than the number students enrolled. Some students did not complete the Unit Test assessed because they dropped the course. Students also were allowed to drop their lowest test score. In some cases a few students opted not to take the test.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who attempted the test questions related to outcome 1 were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This outcome was assessed through the issuance of 20 multiple choice questions on three unit tests.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students met expectations (i.e. 70% of the students taking the assessment answered 70% correct on all questions within the learning outcome)

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students have met the standard of performance for this learning outcome in Assessment 1 (i.e. multi. choice)

In Assessment 2 students excelled (i.e. Comprehensive Computer Tax Return). 95% of the students recorded/reported a minimum of 70% of the transactions/statements correctly.

Assigning several tax returns throughout the course helped bridge the gap between theory and practice.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

One area in learning outcome 1 where students did not perform as well was depreciation. This area will continue to be emphasized in the future.

Our plan is to continue the practice of assigning several tax returns during the semester to bridge the gap between theory and practice.

Outcome 1: Determine the correct filing status and identify income and expenses included in Adjusted Gross Income.

- Assessment Plan
 - Assessment Tool: Comprehensive Computer Tax Return- Federal and State
 - Assessment Date: Winter 2013
 - Course section(s)/other population: All sections
 - Number students to be assessed: random sample of 50% of students
 - How the assessment will be scored: The assigned tax return will be evaluated with a problem answer key.
 - Standard of success to be used for this assessment: 70% of the students will record/report 70% of the transactions/statements correctly.
 - Who will score and analyze the data: Full-time Business Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
37	21

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were a couple of reasons why the number of students assessed was different than the number students enrolled. Some students did not complete

the Comprehensive Computer Tax return. Other students dropped the course and did not complete the assessment.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who completed the Comprehensive Computer Tax Return were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

All students were assessed using a Comprehensive Computerized Tax Return using H&R Block software.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students performed above expectations. 95% of the students recorded/reported a minimum of 70% of the transactions/statements correctly.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students have met the standard of performance for this learning outcome in Assessment 1 (i.e. multi. choice)

In Assessment 2 students excelled (i.e. Comprehensive Computer Tax Return). 95% of the students recorded/reported a minimum of 70% of the transactions/statements correctly.

Assigning several tax returns throughout the course helped bridge the gap between theory and practice.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

One area in learning outcome 1 where students did not perform as well was depreciation. This area will continue to be emphasized in the future.

Our plan is to continue the practice of assigning several tax returns during the semester to bridge the gap between theory and practice.

Outcome 2: Identify the deductions included in arriving at Taxable Income.

- Assessment Plan
 - Assessment Tool: Multiple choice questions from selected unit tests.
 - Assessment Date: Winter 2013
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: The multiple choice section of the assessment will be blind-scored through the use of an answer key.
 - Standard of success to be used for this assessment: For the multiple-choice section, success will be demonstrated when at least 70% of the students score a minimum of 70% on all questions assessed within this learning outcome.
 - Who will score and analyze the data: Full-time Business Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
37	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were a couple of reasons why the number of students assessed was different than the number students enrolled. Some students did not complete the Unit Test assessed because they dropped the course. Students also were allowed to drop their lowest test score. In some cases a few students opted not to take the test.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who attempted the test questions related to outcome 2 were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This outcome was assessed through the issuance of 20 multiple choice questions on two unit tests.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students met expectations (i.e. 75% of the students taking the assessment answered 70% correct on all questions within the learning outcome)

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students have met the standard of performance for this learning outcome in Assessment 1 (i.e. mult. choice)

In Assessment 2 students excelled (i.e. Comprehensive Computer Tax Return). 95% of the students recorded/reported a minimum of 70% of the transactions/statements correctly.

Assigning several tax returns throughout the course helped bridge the gap between theory and practice.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Two areas in learning outcome 2 where students did not perform as well was on questions related to medical expenses allowed as deductions and the standard deduction allowed for different filing status's. These areas will continue to be emphasized in the future.

Our plan is to continue the practice of assigning several tax returns during the semester to bridge the gap between theory and practice.

Outcome 2: Identify the deductions included in arriving at Taxable Income.

- Assessment Plan

- Assessment Tool: Comprehensive Computer Tax Return- Federal and State.
- Assessment Date: Winter 2013
- Course section(s)/other population: All sections
- Number students to be assessed: random sample of 50% of students
- How the assessment will be scored: The assigned tax return will be evaluated with a problem answer key.
- Standard of success to be used for this assessment: 70% of the students will record/report 70% of the transactions/statements correctly.
- Who will score and analyze the data: Full-time Business Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
37	21

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were a couple of reasons why the number of students assessed was different than the number students enrolled. Some students did not complete the Comprehensive Computer Tax return. Other students dropped the course and did not complete the assessment.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who completed the Comprehensive Computer Tax Return were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

All students were assessed using a Comprehensive Computer Tax Return using H&R Block software.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students performed above expectations. 95% of the students recorded/reported a minimum of 70% of the transactions/statements correctly.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students have met the standard of performance for this learning outcome in Assessment 1 (i.e. mult. choice)

In Assessment 2 students excelled (i.e. Comprehensive Computer Tax Return). 95% of the students recorded/reported a minimum of 70% of the transactions/statements correctly.

Assigning several tax returns throughout the course helped bridge the gap between theory and practice.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Two areas in learning outcome 2 where students did not perform as well was on questions related to medical expenses allowed as deductions and the standard deduction allowed for different filing status's. These areas will continue to be emphasized in the future.

Our plan is to continue the practice of assigning several tax returns during the semester to bridge the gap between theory and practice.

Outcome 3: Identify credits and other items in arriving at the total tax, and determine the income tax owed or refund to be received when filing a tax return.

- Assessment Plan

- Assessment Tool: Multiple choice questions from selected unit tests.
- Assessment Date: Winter 2013
- Course section(s)/other population: All sections
- Number students to be assessed: All students
- How the assessment will be scored: The multiple choice section of the assessment will be blind-scored through the use of an answer key.
- Standard of success to be used for this assessment: For the multiple-choice section, success will be demonstrated when at least 70% of the students score a minimum of 70% on all questions assessed within this learning outcome.
- Who will score and analyze the data: Full-time Business Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
37	24

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were a couple of reasons why the number of students assessed was different than the number students enrolled. Some students did not complete the Unit Test assessed because they dropped the course. Students also were allowed to drop their lowest test score. In some cases a few students opted not to take the test.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who attempted the test questions related to outcome 3 were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This outcome was assessed through the issuance of 13 multiple choice questions on the third unit tests.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students met expectations (i.e. 77% of the students taking the assessment answered 70% correct on all questions within the learning outcome)

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students have met the standard of performance for this learning outcome in Assessment 1 (i.e. mult. choice)

In Assessment 2 students excelled (i.e. Comprehensive Computer Tax Return). 100% of the students recorded/reported a minimum of 70% of the transactions/statements correctly.

Assigning several tax returns throughout the course helped bridge the gap between theory and practice.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Two areas in learning outcome 3 where students did not perform as well were on questions related to: 1. Determining the qualifying dependent care expenses allowed in the computation of the Child and Dependent Care Credit. 2. The computation of the Alternative Minimum Tax. These areas will continue to be emphasized in the future.

Our plan is to continue the practice of assigning several tax returns during the semester to bridge the gap between theory and practice.

Outcome 3: Identify credits and other items in arriving at the total tax, and determine the income tax owed or refund to be received when filing a tax return.

- Assessment Plan
 - Assessment Tool: Comprehensive Computer Tax Return- Federal and State

- Assessment Date: Winter 2013
- Course section(s)/other population: All sections
- Number students to be assessed: Random sample of 50% of students.
- How the assessment will be scored: The assigned tax return will be evaluated with a problem answer key.
- Standard of success to be used for this assessment: 70% of the students will record/report 70% of the transactions/statements correctly.
- Who will score and analyze the data: Full-time Business Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
37	21

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were a couple of reasons why the number of students assessed was different than the number students enrolled. Some students did not complete the Comprehensive Computer Tax return. Other students dropped the course and did not complete the assessment.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who completed the Comprehensive Computer Tax Return.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

All students were assessed using a Comprehensive Computerized Tax Return using H&R Block software.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students performed above expectations. 100% of the students recorded/reported a minimum of 70% of the transactions/statements correctly.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students have met the standard of performance for this learning outcome in Assessment 1 (i.e. mult. choice)

In Assessment 2 students excelled (i.e. Comprehensive Computer Tax Return). 100% of the students recorded/reported a minimum of 70% of the transactions/statements correctly.

Assigning several tax returns throughout the course helped bridge the gap between theory and practice.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Two areas in learning outcome 3 where students did not perform as well were on questions related to: 1. Determining the qualifying dependent care expenses allowed in the computation of the Child and Dependent Care Credit. 2. The computation of the Alternative Minimum Tax. These areas will continue to be emphasized in the future.

Our plan is to continue the practice of assigning several tax returns during the semester to bridge the gap between theory and practice.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This course is meeting the needs of the students because it bridges the gap between theory and practice. In addition to learning the theory, each module is summarized through the assignment of a tax return prepared using H&R Block

Software. At the end of the semester a Comprehensive Computer Tax Return covering all of the learning outcomes is also assigned.

The assessment process did not surprise me. The results were very similar to the previous assessment.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The assessment results including the action plan will be shared with the Department in July of 2017.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

4. Is there anything that you would like to mention that was not already captured?

5.

III. Attached Files

[Tax 101 Assessment Winter of 2017](#)

Faculty/Preparer: Mark Johnston **Date:** 07/19/2017
Department Chair: Julianne Davies **Date:** 07/21/2017
Dean: Eva Samulski **Date:** 08/01/2017
Assessment Committee Chair: Michelle Garey **Date:** 10/24/2017

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Tax	101	TAX 101 09/05/2013- Income Taxes for Individuals
Division	Department	Faculty Preparer
Business and Computer Technologies	Business	Mark Johnston
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Determine the correct filing status and identify income and expenses included in Adjusted Gross Income.

- Assessment Plan
 - Assessment Tool: Multiple choice questions from selected unit tests.
 - Assessment Date: Winter 2013
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: The multiple choice section of the assessment will be blind-scored through the use of an answer key.
 - Standard of success to be used for this assessment: For the multiple-choice section, success will be demonstrated when at least 70% of the students score a minimum of 70% on all questions assessed within this learning outcome.
 - Who will score and analyze the data: Full-time Business Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2013	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
41	35

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

6 students in the two sections did not attend class and were not assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who attended class in both sections were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This outcome was assessed through the issuance of 17 multiple choice on two unit tests. Students answered questions through the use of a scantron.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students met expectations (i.e. 76% of the students answered at a minimum of 70% correct on all questions within that learning outcome).

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students performed at a high level on this learning outcome as evidenced by the fact that 76% of the students answered at a minimum of 70% correct on all questions within the learning outcome for the objective question portion of the assessment. On the cumulative tax return portion of the assessment, 94% of the students recorded/reported a minimum of 70% of the transactions/statements correctly.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students have met the standard of success for this learning outcome. Assigning several tax returns throughout the course helped bridge the gap between theory and practice. Our plan is to continue this practice in the future.

Outcome 2: Identify the deductions included in arriving at Taxable Income.

- Assessment Plan
 - Assessment Tool: Multiple choice questions from selected unit tests.
 - Assessment Date: Winter 2013
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: The multiple choice section of the assessment will be blind-scored through the use of an answer key.
 - Standard of success to be used for this assessment: For the multiple-choice section, success will be demonstrated when at least 70% of the students score a minimum of 70% on all questions assessed within this learning outcome.
 - Who will score and analyze the data: Full-time Business Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2013	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
41	35

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

6 students in the two sections did not attend class and were not assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who attended class in both sections were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This outcome was assessed through the issuance of 16 multiple choice on two unit tests. Students answered questions through the use of a scantron.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students performed above expectations (i.e. 88% of the students answered at a minimum of 70% correct on all questions within that learning outcome).

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students performed at a high level on this learning outcome as evidenced by the fact that 88% of the students answered at a minimum of 70% correct on all questions within the learning outcome for the objective question portion of the assessment. On the cumulative tax return portion of the assessment, 94% of the students recorded/reported a minimum of 70% of the transactions/statements correctly.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students have met the standard of success for this learning outcome. Assigning several tax returns throughout the course helped bridge the gap between theory and practice. Our plan is to continue this practice in the future.

Outcome 3: Identify credits and other items in arriving at the total tax, and determine the income tax owed or refund to be received when filing a tax return.

- Assessment Plan
 - Assessment Tool: Multiple choice questions from selected unit tests.
 - Assessment Date: Winter 2013
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: The multiple choice section of the assessment will be blind-scored through the use of an answer key.
 - Standard of success to be used for this assessment: For the multiple-choice section, success will be demonstrated when at least 70% of the students score a minimum of 70% on all questions assessed within this learning outcome.

- Who will score and analyze the data: Full-time Business Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2013	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
41	35

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

6 students in the two sections did not attend class and were not assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who attended class in both sections were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This outcome was assessed through the issuance of 15 multiple choice on two unit tests. Students answered questions through the use of a scantron.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
 Students performed above expectations (i.e. 100% of the students answered at a minimum of 70% correct on all questions within that learning outcome).

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students performed at a high level on this learning outcome as evidenced by the fact that 100% of the students answered at a minimum of 70% correct on all questions within the learning outcome for the objective question portion of the assessment. On the cumulative tax return portion of the assessment, 83% of the

students recorded/reported a minimum of 70% of the transactions/statements correctly.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students have met the standard of success for this learning outcome. Assigning several tax returns throughout the course helped bridge the gap between theory and practice. Our plan is to continue this practice in the future.

Outcome 1: Determine the correct filing status and identify income and expenses included in Adjusted Gross Income.

- Assessment Plan
 - Assessment Tool: Comprehensive Computer Tax Return- Federal and State
 - Assessment Date: Winter 2013
 - Course section(s)/other population: All sections
 - Number students to be assessed: random sample of 50% of students
 - How the assessment will be scored: The assigned tax return will be evaluated with a problem answer key.
 - Standard of success to be used for this assessment: 70% of the students will record/report 70% of the transactions/statements correctly.
 - Who will score and analyze the data: Full-time Business Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2013	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
41	35

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

6 students in the two sections did not attend class and were not assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who attended class in both sections were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

All students were assessed using a cumulative tax return on computer software. This assessment was scored through a cumulative tax return answer key.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students performed above expectations. 94% of the students recorded/reported a minimum of 70% of the transactions/statements correctly.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students performed at a high level on this learning outcome as evidenced by the fact that 76% of the students answered at a minimum of 70% correct on all questions within the learning outcome for the objective question portion of the assessment. On the cumulative tax return portion of the assessment, 94% of the students recorded/reported a minimum of 70% of the transactions/statements correctly.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students have met the standard of success for this learning outcome. Assigning several tax returns throughout the course helped bridge the gap between theory and practice. Our plan is to continue this practice in the future.

Outcome 2: Identify the deductions included in arriving at Taxable Income.

- Assessment Plan
 - Assessment Tool: Comprehensive Computer Tax Return- Federal and State.
 - Assessment Date: Winter 2013

- Course section(s)/other population: All sections
- Number students to be assessed: random sample of 50% of students
- How the assessment will be scored: The assigned tax return will be evaluated with a problem answer key.
- Standard of success to be used for this assessment: 70% of the students will record/report 70% of the transactions/statements correctly.
- Who will score and analyze the data: Full-time Business Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2013	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
41	35

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

6 students in the two sections did not attend class and were not assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who attended class in both sections were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

All students were assessed using a cumulative tax return on computer software. This assessment was scored through a cumulative tax return answer key.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students performed above expectations. 94% of the students recorded/reported a minimum of 70% of the transactions/statements correctly.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students performed at a high level on this learning outcome as evidenced by the fact that 88% of the students answered at a minimum of 70% correct on all questions within the learning outcome for the objective question portion of the assessment. On the cumulative tax return portion of the assessment, 94% of the students recorded/reported a minimum of 70% of the transactions/statements correctly.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students have met the standard of success for this learning outcome. Assigning several tax returns throughout the course helped bridge the gap between theory and practice. Our plan is to continue this practice in the future.

Outcome 3: Identify credits and other items in arriving at the total tax, and determine the income tax owed or refund to be received when filing a tax return.

- Assessment Plan
 - Assessment Tool: Comprehensive Computer Tax Return- Federal and State
 - Assessment Date: Winter 2013
 - Course section(s)/other population: All sections
 - Number students to be assessed: Random sample of 50% of students.
 - How the assessment will be scored: The assigned tax return will be evaluated with a problem answer key.
 - Standard of success to be used for this assessment: 70% of the students will record/report 70% of the transactions/statements correctly.
 - Who will score and analyze the data: Full-time Business Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2013	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
41	35

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

6 students in the two sections did not attend class and were not assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who attended class in both sections were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

All students were assessed using a cumulative tax return on computer software. This assessment was scored through a cumulative tax return answer key.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students performed above expectations. 83% of the students recorded/reported a minimum of 70% of the transactions/statements correctly.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students performed at a high level on this learning outcome as evidenced by the fact that 100% of the students answered at a minimum of 70% correct on all questions within the learning outcome for the objective question portion of the assessment. On the cumulative tax return portion of the assessment, 83% of the students recorded/reported a minimum of 70% of the transactions/statements correctly.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students have met the standard of success for this learning outcome. Assigning several tax returns throughout the course helped bridge the gap between theory and practice. Our plan is to continue this practice in the future.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Assigning several tax returns during the semester helped bridge the gap between theory and practice. We discovered that discussing tax theory coupled with the preparation of several tax returns enabled students to have success on all learning outcomes.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The action plan will be shared with the department at the October 2013 department meeting.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

4. Is there anything that you would like to mention that was not already captured?
-

III. Attached Files

Faculty/Preparer: Mark Johnston **Date:** 10/14/2013
Department Chair: Colette Young **Date:** 10/15/2013
Dean: Rosemary Wilson **Date:** 12/19/2013
Assessment Committee Chair: Michelle Garey **Date:** 02/16/2014