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COMPLETE

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Page 1: I. Program Overview and Update

Q1

I.1. Department(s) Reviewed:

Accounting

Q2

I.2. Lead Author:

Rachel Farris

Q3

I.3. Collaborator(s) - List any person that participated in the preparation of this report:

Chris O'byrne, Rick Pacco, Al Taccone

Q4

1.4. Dean/Manager:

Larry McLemore

Page 2: II. Program Reflection and Description

Q5

II.1. Provide your program's mission statement:

Students can earn an A.S. degree in Accounting which prepares students to continue to a 4-year institution to pursue a bachelor's degree. Students who complete only the major requirements listed in the catalog qualify for a Certificate in Accounting. The degree and certificate both lead to employment in entry-level positions such as accounts receivable, payroll clerk, accounting clerk, accounting assistant and tax technician.

Q6

II.2. How is this program advancing the college mission, vision and values?

The accounting program supports this mission by serving students from diverse socioeconomic backgrounds. The Accounting program is student focused and primarily assists students in their goal of transferring to a four-year institution or sitting for the CPA examination. The Bookkeeping certificate allows graduates to seek immediate employment (either self-employed or working for an organization).

Q7

II.3. How does your program support the college's strategic goal of implementing guided pathways?

Cuyamaca college is one of twenty California community colleges participating in the California Guided Pathways Project (CAGP). Guided Pathways is divided into four dimensions or "Four Pillars": (1) Clarify the Path, (2) Enter the Path, (3) Stay on the Path, and (4) Ensure Learning. The accounting program specifically supports the "stay on the path" and "ensure learning" pillars through regular, personal interaction with students and regular review of Student Learning Outcomes (SLOs). Accounting instructors meet at the beginning of each semester to discuss student retention, articulation, and success rates. As Guided Pathway efforts continue to evolve, there are training opportunities for faculty provided by the Counseling Department. Collaborative work between the Counseling and Accounting departments fully supports all four pillars of the Guided Pathways model.

Q8

Yes

II.4. Is the program description in the current college catalog up to date and accurate?

Page 3: II. Program Reflection and Description continued

Q9

Respondent skipped this question

II.4a. What steps will you take to revise the college catalog description?

Page 4: III. Course Curriculum, Assessment and Student Success

Q10

Yes

III.1. Access the Five Year Curriculum Review Cycle (requires GCCCD login). Have all of your active courses outlines been reviewed within the last five years?

Q11

III.2. What is your program doing to prepare students for successful transition (e.g. transfer and career readiness)?

The Accounting program is preparing students for successful transition by offering classes in different modalities that best fit the student's schedule. The department employs instructors that are active in the fields of accounting and finance that share real-world experience and stories with students which better prepares them for career readiness. Courses are reviewed on a regular basis to ensure the curriculum and SLO's align with four-year transfer requirements. The accounting department communicates with the articulation office to verify transfer requirements to local universities: SDSU, UCSD, and CSU San Marcos. The program also uses tutors to ensure student success at Cuyamaca. This will better enable to allow the students to be accepted at the transfer colleges, all of which are highly competitive in the Accounting majors.

Q12

III.3. Please list any planned changes for curriculum and the rationale for those changes:

There is discussion regarding review of the course requirements for the Bookkeeping Certificate. Changes may be implemented to better prepare students for immediate entrance to the workforce.

Accounting will conduct research with regard to mirroring many local community colleges and possibly offer more courses in an 8-week accelerated format to support students' ability to complete requirements more efficiently. The accounting department is also considering a possible revamp of the 122 – Intermediate and 124-Auditing courses. Initial step would be to explore how other colleges structure comparable courses.

Page 5: III. Course Curriculum, Assessment and Student Success continued

Q13

III.4. Please upload the most recent version of your program's course SLO assessment plan. [Click here for an Assessment Plan Template](#)

Accounting SLO Assessment Plan.JPG (69.1KB)

Q14

III.5. Please provide a high-level analysis of your SLO findings over the past year and what changes, if any, were made as a result:

Instructional Comprehensive Program Review Spring 2021

The Accounting department has set the measurement for success as "Students must score 70% on the SLO assessment activity to be successful". Data indicates "success" in all courses with no changes at present.

Following is the dates of assessment and success rates for each course:

BUS 109 - SLO #1 F14 78%

SLO #2 F14 89%

SLO #3 Active - no assessment result available

SLO #4 Active - no assessments result available

BUS 120 - SLO #1 F16 81% and F19 98%

SLO #2 F16 82% and F19 88%

SLO #3 F17 80% and F19 95%

SLO #4 F17 89% and F19 88%

SLO #5 F18 83% and F19 92%

SLO #6 F19 83%

BUS 121 - SLO #1 F17 91.5% and F18 86% and F19 93%

SLO #2 F17 90% and F19 93%

SLO #3 F16 87.5% and F19 85%

BUS 122 - SLO #1 F17 91% and F19 77%

SLO #2 F16 83% and F18 100% and F19 100%

SLO #3 F16 83% and F19 77%

BUS 124 - SLO #1 F15 100% and S18 100%

SLO #2 F15 100% and S18 100%

SLO #3 F15 100%

SLO #4 S17 100%

SLO #5 S17 100%

SLO #6 S17 100%

BUS 129 - SLO #1 F18 87%

SLO #2 F18 87%

SLO #3 F18 87%

SLO #4 F18 87%

SLO #5 F18 87%

BUS 150 - SLO #1 F14 94%

SLO #2 Active - no assessments result available

SLO #3 Inactive

SLO #4 Active - no assessments result available

SLO #5 Active - no assessments result available

BUS 162 - SLO #1 F15 91%

SLO #2 F15 91%

SLO #3 Active - no assessments result available

SLO #4 Active - no assessments result available

BUS 176 - SLO #1 S15 100% and S18 86%

SLO #2 S16 100%

SLO #3 S16 100%

SLO #4 S15 67% and S18 82%

Q15

III.6. What student learning-related successes and challenges have SLOs results revealed for your department? Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

To date, SLO results have not identified areas of difficulty or deficiencies within the courses. Results indicate that students are gaining the required knowledge and skill sets assessed by the SLOs.

There is discussion of streamlining SLOs for all accounting courses to include two or three concise and more readily assessed objectives. There will be discussion among accounting instructors on how to best pare down the SLOs for each course while still meeting assessment of learning for transfer purposes. Accounting instructors will also work on developing an approach to identify ways to ensure we are using equivalent assignments for assessment measurement.

Page 6: III. Course Curriculum, Assessment and Student Success continued

Q16

III.7. How was the department of discipline's success rate across all courses changed within the past 4 years (the time frame covered in this comprehensive program review)?

The accounting department's success rate has remained stable over the past four years (2016 – 2019), with a slight dip in 2018. The average success rate as a department across the last four (2016 – 2019) years is 74.5% with the lowest success rate in fall 2018 of 68% and the highest in spring 2020 at 82%.

Q17

III.8. The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. What is your department or discipline's four-year (2024-25) goal for success rate across all courses in the department or discipline?

The Accounting department supports the four-year goal of 77% success rate and meets or exceeds that rate in six of the ten courses. The accounting program as a whole has a success rate of 72% over the past four years. Note that BUS 124 has no data since 2015, so it is not included in this analysis.

The success rates across the last four years for accounting courses are as follows: BUS 109 = 78%, BUS 120 = 65%, BUS 121 = 85%, BUS 122 = 81%, BUS 124 = 93% (only fall 2015 data available), BUS 129 = 71% (only fall 2018 and 2019 data available and included), BUS 150 = 84%, BUS 176 67%, and BUS 195 = 54% (only fall 2018 and 2019 data available). Note that BUS 120 has much higher enrollment rates than the other courses, which may contribute to lower success rates. Also, BUS 195 has only recently been offered and very low success rates may need changes within curriculum or instructor. Note that going forward, BUS 195 will no longer be included in the Accounting program data. Excluding this course shows six of nine accounting courses meet or exceed the 77% course success goal.

Q18

III.9. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program?

The IESE team has compiled data that indicated equity gaps in the accounting department for our African-American/Black and Latino/a student populations. The Middle Eastern or North African population also shows an equity gap, but this demographic was recently added, and compilation of student data is not complete.

Q19

III.10. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Research by the Cuyamaca Counseling department reports that the State Chancellors Data Mart shows a fall 2018 success rate for African American/Black students in degree applicable courses at 64.4% which is 3.4 percentage points higher than our existing average. This research also suggests that many students within this population do not feel integrated within the campus and do not see themselves represented in the curriculum.

A report published by collegecampaign.org states the Latino/Latina (aka Latinx) population is currently 40% of California's population, and is expected to grow to over 45% by 2060. The report also states that over half of California's K-12 students are Latinx and four in ten college undergraduates in California are Latinx. Their research indicates that opposed to reducing the gaps in educational success rates between Latinx and White college students over the past ten year, the gaps are increasing. Some of this is attributed to the idea that many high schools are not adequately preparing Latinx students for college because they offer fewer college preparatory classes and lack access to qualified counselors. This leads to many students being placed in remedial courses, or unable to successfully complete introductory accounting classes due to the math deficiency addressed in the "challenges" section to follow.

<https://collegecampaign.org/wp-content/uploads/2019/10/State-of-Higher-Ed-Latinx-Report-2018.pdf>

Note: The Middle Eastern or North Africa race/ethnicity was implemented in December 2018. This information has not yet been compiled for the majority of these students.

Q20

III.11. What action will the department or discipline take to address these equity gaps in the short-term (next year) and long-term (next four years)?

The department will discuss equity gaps in our upcoming departmental meetings during faculty professional development week. Collectively, we will engage in exploration of areas of concern and ways to improve course delivery and engagement of all students within our accounting courses. One part-time faculty member completed the Strong Workforce Institute equity training while another completes diversification and equity training annually as required for professional designation. They will present new and innovative ideas to addressing equity gaps in beginning of semester departmental meetings.

Long-term efforts will include the same departmental discussions as well as consideration of opportunities for all faculty to attend professional development focused on equity in higher education such as the TACTYC annual conferences that offer break-out sessions on student equity.

Q21

III.12. What other qualitative or quantitative data (from any source) is the program using to inform its planning for this comprehensive program review?

The accounting department is using quantitative data compiled by the IESE department for program assessment as well as comparison to college-wide data. Data and reports from the Centers of Excellence for Labor Market Research, California Employment Development, California Community Colleges Chancellor's Office, and previously submitted program reviews will be used for preparation of this report.

Q22

Respondent skipped this question

OPTIONAL: Please use the upload button to attach any supporting documentation you would like to include.

Page 7: III. Course Curriculum, Assessment and Student Success continued

Q23

Yes

III.14. Does your program offer courses via distance education (excluding emergency remote teaching in 2020)?

Page 8: III. Course Curriculum, Assessment and Student Success continued

Q24

Yes

III.15. Are there differences in success rates for distance education (online) versus in-person sections?

Q25

III.16. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

Success rates for in-person classes have been significantly higher over the past five years, which aligns with national data. The average success rate for in-person classes is 83.5%, while online learning over the same period is 70.5% and hybrid classes rates of success is only 59%.

The accounting department discusses differences in success rates in department meetings at the beginning of each semester. Approaches to ensure regular student contact and ways to improve engagement in the non-traditional settings is emphasized and beginning in 2019 we saw the differences in success rates shrink. The success rate for in-person classes was still higher at 84%, but online learning success rates increased to 72% and hybrid rates increased to 66.5%. Lower success rates in hybrid classes across many disciplines have been noted recently. This modality is being phased out in ECON and PARA. Accounting will make this a topic of discussion at our next discipline meeting.

Page 9: III. Course Curriculum, Assessment and Student Success continued

Q26

III.17. What mechanisms are in place to ensure regular and effective contact (see the Guide to Best Practices in Online) within online courses across the discipline or department?

Online instructors must be certified to teach in that environment. During beginning of semester meetings, the accounting faculty discusses what approaches they are using to engage and keep regular contact with students. Common discussion includes posting frequently in Canvas (multiple times weekly), encouraging students to ask questions and providing answers promptly (within 24 hours), and utilizing Studio within Canvas to integrate instructor videos. Some faculty assign supplemental tools from a companion website such as multi-media presentations, pre- and post- tests, and dynamic study modules to improve online student learning and retention.

Q27

III.18. What innovative tools and strategies are you using in your online courses to engage students and support student success?

Canvas offers many tools to keep effective contact with students such as announcements, discussion boards, and integrated email capabilities. Studio was recently added to Canvas for incorporating videos. Regular meetings via Zoom are encouraged as well as Zoom office hours at set times each week. Non-Canvas tools that some accounting instructors have used to increase student engagement are "Remind", "Poll Anywhere", "Flipgrid", and "Padlet".

Page 10: IV. Degree and Certificate Programs

Q28

Yes

IV.1. Does your program offer any degree/certificate programs?

Page 11: IV. Degree and Certificate Programs continued

Q29

IV.2. Please upload for each degree and certificate indicating how many awards were conferred in the past five years

Accounting degrees & certificates.JPG (29.9KB)

Q30

IV.3. Please indicate when each degree and certificate was last reviewed and updated (semester):

The Spring 2020 completed program review not on file for the accounting program. Spring 2019 completed program review link is not active on website. It is unknown when each degree certificate was reviewed and updated. Due to the steady decrease in the Bookkeeping Certificate, the review and updating of that program is a short-term goal of the accounting department.

Q31

IV.4. How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions?

The Cuyamaca accounting program offers a variety of courses, degrees and certificates that prepare students for transfer to business and accounting programs in the CSU, UC and private colleges and universities. Students may take courses where they master skills to use in their current jobs or employment they aspire to attain. Those same programs include coursework that are required as preparation for major at four-year colleges and universities. This results in options that meet the needs of students regardless of their transfer or career aspirations.

Q32

IV.5. Are there any changes planned if the degree/certificates are not meeting these needs?

Data shows that the accounting department needs to discuss the bookkeeping certificate program. Discussion will center around which courses will best serve students seeking the certificate, coupled with research on which courses best prepare students to enter the workplace prepared to be immediately productive.

Also, due to market changes and competition from other community colleges, we are hoping to hire an additional full-time instructor to continue to meet demand and better serve our accounting students.

Q33

Yes

IV.6. Can students complete the degree/certificate requirements within a two-year period? **requirement of Title 5, California Code of Regulations and Accreditation Standard II.A.

Page 12: IV. Degree and Certificate Programs continued

Q34

IV.7. How are you currently assessing your PLOs?

Program-level SLOs are mapped to course SLOs; therefore, all PLOs are assessed through the course SLO assessment process. All courses are assessed in the fall semester following the three-year cycle in the Accounting SLO assessment plan. If a course is only taught in the fall or spring, it is assessed in that semester. The results are discussed at the department meeting the following semester.

Q35

Yes

IV.8. Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?

Q36

Yes

IV.9. Are the PLOs mapped to the course SLOs?

Page 13: IV. Degree and Certificate Programs continued

Q37

IV.10. How is your program helping students explore careers in your program area?

The accounting curriculum reviews both the CPA and CMA designations in the BUS 120 and BUS 121 courses. The CPA designation is explored in more detail in the BUS 122, 124 and 162 courses. The BUS 176 program ties to the bookkeeping profession and use of software in accounting. There has been continued discussion of the creation of a Business Club where students will be able to network with colleagues and be introduced to local businesses via guest speakers and facility tours. Students also have the opportunity to intern in an accounting or bookkeeping firm through BUS 161.

Q38

IV.11. What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Labor market data may be sourced from the Program Review Data webpage and California Employment Development Department. You can also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

Labor market projections from the Centers of Excellence for Labor Market research show that the demand for accountants and bookkeepers in California will experience a slight increase through 2023 equal to approximately 5%. In reference to CPA employment, COE reports "demand (annual openings) with labor supply suggests that there is a supply deficiency of 906 positions for these occupations in San Diego County, with 1,479 annual openings and only 573 awards. Comparatively, there are 19,332 annual openings in California and 4,608 awards."

Additionally, the COE ranks Accountants and Auditors 12th of 64 recession-resilient jobs, and more impactful, ranks Accounting and Auditors and Bookkeeping, Auditing, and Accounting Clerks as the number 1 and 2 pandemic-resilient jobs.

<http://www.coeccc.net/Search.aspx?id=3410>

Q39

IV.12. What are the labor market implications for the program's curriculum (degrees, certificates, courses)?

Labor market implications listed above indicate a continued strong need for the accounting program. Demand from students wishing to earn a certificate, complete an associate degree, or transfer to a four-year college for completion of a bachelor's degree in accounting should remain strong with good possibility of increased demand. Labor market information published by the EDD reports in San Diego, job openings for accountants are expected to increase by 11.3% between 2016 and 2026. Jobs for bookkeepers in San Diego are expected to increase by 2.5% over the same period. It is important to note that COE reports the top two pandemic-resilient jobs in San Diego County as Accountants and Bookkeepers.

Q40

If your program has labor market data to include in your program review, please use the upload button below to attach the file.

Accounting Labor Market 1.JPG (94KB)

Page 14: IV. Degree and Certificate Programs continued

Q41

IV.13. Please describe your program's strengths:

The accounting program has one full-time and multiple adjunct faculty that are active in their fields. This provides an advantage to our students as they are exposed to practical accounting, rather than merely textbook accounting.

Due to the continued demand for bookkeepers, accountants, and finance professionals the Accounting program maintains strong enrollment numbers. Instructors in the Accounting Department are active in their fields share practical experience with students which allows students to gain real-world, relevant knowledge and promotes a deeper comprehension of difficult subject matter.

Over the past five years, accounting students have had the advantage of the free services of a tutor that was a Cuyamaca student. Our tutoring center does a great job of scheduling and has the tutor communicate with accounting instructors to increase availability during key times such as exams and finals week.

Q42

IV.14. Please describe your program's challenges:

Challenges faces by the Accounting program include required levels of mathematics knowledge and ESL students. The math challenge may be lessened through increased communication between the tutoring and mathematics departments. ESL students often show difficulty in comprehension of subject matter due to the advanced vocabulary. Tutoring opportunities as well as collaboration with the ESL department could help address this specific challenge.

Having only one full-time faculty presents a challenge to the program in that we are unable to offer students the best community college experience. With another full-time faculty, the accounting program would be better equipped to support guided pathways and equity initiatives, ensure certificate programs are reviewed and updated in a timely manner, and provide our business students the opportunity to collaborate through networking activities such as arranged guest speakers and a business club.

Q43

IV.15. Please describe external influences that affect your program (both positively and negatively):

Changing rules and regulations within the tax industry create extra work for the accounting department on a regular basis. We need to stay current and pivot curriculum to best serve our students for preparation of transfer or more importantly enter the workforce. Another full-time faculty member could undertake these actions.

There is a strong San Diego Workforce development program that partners with many communities. We are fortunate to have a partnership site in El Cajon which to date has not been fully leveraged with the accounting department. There are three different opportunity centers which we intend to explore when possible (many currently closed due to pandemic): Access, Inc., International Rescue committee, (both are focused on the 16-24 year old population), and the East County Career Center which serves our 18+ population.

Q44

IV.16. Given these factors, what opportunities exist for the program to advance student success and equity in the next 4 years?

Upon adding an additional full-time instructor, the program will be able to advance student success and equity through partnerships with external sources such as the SD Workforce development offices. The program will be able to collaborate with the math department to determine ways to better prepare accounting students for the math requirements. Finally, with the creation of a business club, students may experience a sense of community which enhances both success and equity.

Page 15: V. Previous Goals

Q45

Previous Goal 1:

Spring 2020 completed program review not on file for the accounting program. Spring 2019 completed program review link is not active on website. Included goals were pulled from the 2018 Annual Program Review.

Research and implement new curriculum for CE Accounting courses and programs, including implementation of the CTEC (California Tax Education Council) certification program.

Q46

Deleted

Goal Status

Page 16: V. Previous Goals continued

Q47

Please describe the results or explain the reason for the deletion/completion of the goal:

Status of this goal is unknown at present. New goal of revamping the existing bookkeeping certificate program is of higher priority than this previous goal.

Page 17: V. Previous Goals continued

Q48

Yes

Would you like to submit another previous goal?

Page 18: V. Previous Goals continued

Q49

Previous Goal 2:

Spring 2020 completed program review not on file for the accounting program. Spring 2019 completed program review link is not active on website. Included goals were pulled from the 2018 Annual Program Review.

Re-evaluate the content and units of BUS 122, Intermediate Accounting.

Q50

Deleted

Goal Status

Page 19: V. Previous Goals continued

Q51

Please describe the results or explain the reason for the deletion/completion of the goal:

Status of this goal is unknown at present. New goal of revamping the existing bookkeeping certificate program is of higher priority than this previous goal.

Page 20: V. Previous Goals continued

Q52

Yes

Would you like to submit another previous goal?

Page 21: V. Previous Goals continued

Q53

Previous Goal 3:

Spring 2020 completed program review not on file for the accounting program. Spring 2019 completed program review link is not active on website. Included goals were pulled from the 2018 Annual Program Review.

Attend the Teachers of Accounting at Two-Year Colleges (TACTYC) conference

Q54

Completed

Goal Status

Page 22: V. Previous Goals continued

Q55

Please describe the results or explain the reason for the deletion/completion of the goal:

Change of conference: Due to COVID-19 restrictions, the conference was not offered in 2020. The 2021 conference will be offered virtually in May at a greatly reduced cost to the program (\$100 registration – includes 2-day webinar, membership, and CPE).

Page 23: V. Previous Goals continued

Q56

No

Would you like to submit another previous goal?

Page 24: V. Previous Goals continued

Q57

Respondent skipped this question

Previous Goal 4:

Q58

Respondent skipped this question

Goal Status

Page 25: V. Previous Goals continued

Q59

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Page 26: VI. 4-Year Goals

Q60

Goal 1:

Hire an additional full time accounting instructor.

Q61

Student Validation & Engagement

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q62

Please describe how this goal advances the college strategic goal(s) identified above:

Adding an additional full time accounting instructor will decrease the ratio of instructor to student ratio. The average for the accounting program in both the WSCH/FTEF and FTES/FTEF has been significantly higher over the past five years than the college-wide averages. The average WSCH/FTEF from 2015-2019 for the accounting program is 19.70 compared to a college-wide average of 14.54. The average FTES/FTEF over the same time frame for the accounting program is 591.10 with the college-wide average showing 436.61.

Q63

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Quantitative productivity data presented above was collected and reported by the IESE office.

Q64

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

Submit faculty resource needs request form per instruction.

Q65

How will this goal be evaluated?

Goal can only be evaluated if full-time instructor request is ranked high enough to become a reality.

Q66

Yes

Would you like to propose a new, 4-year goal?

Page 27: VI. 4-Year Goals continued

Q67

Goal 2:

Re-evaluate bookkeeping certificate requirements for alignment with current workforce needs.

Q68

Guided Student Pathways

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q69

Please describe how this goal advances the college strategic goal(s) identified above:

Due to focus on transfer requirements, interest in the bookkeeping certificate has been waning over the past few years. A re-vamped certificate program that better aligns with workforce needs will better meet student needs and will increase engagement in this certificate program.

Q70

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Per student achievement data compiled by the IESE office, the number of bookkeeping certificates awarded has decreased year over year from 8 in 2015/2016 to 0 in 2019/2020.

Q71

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

Current certificate requirements will be reviewed and compared to other community colleges in the area. This data will be compared with workforce demands and employer skill set requirements to streamline the certificate completion process for students.

Q72

How will this goal be evaluated?

Upon implementation of the new certificate requirements, the goal will be evaluated by number of bookkeeping certificates awarded over the next four years.

Q73

Yes

Would you like to propose a new, 4-year goal?

Page 28: VI. 4-Year Goals continued

Q74

Goal 3:

Streamline SLOs across all accounting courses to include 2-3 concise objectives that can be readily assessed to provide more meaningful assessment results.

Q75

Student Validation & Engagement

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q76

Please describe how this goal advances the college strategic goal(s) identified above:

In order to effectively evaluate student learning, the accounting department would like to consolidate many of the current redundant and vague SLOs. This process will provide more meaningful result analysis over the next four years to identify knowledge gaps and guide curriculum updates.

Q77

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

SLO assessment results have been compiled consistently, but the accounting department would like to improve on that process for better information sets to guide program decisions.

Q78

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

Begin to review SLOs course-by-course and request all accounting faculty input regarding how to streamline the number and content of SLOs. This will be compared with current transfer requirements to ensure the SLO assessment process remains comprehensive. Due to the scope and time commitment of this goal, it will be spread out over two or three years. Changes will be submitted through the chair for review.

Q79

How will this goal be evaluated?

Evaluation will take place through the SLO assessment process in accordance with the existing SLO schedule.

Q80

Yes

Would you like to propose a new, 4-year goal?

Page 29: VI. 4-Year Goals continued

Q81

Goal 4:

Work with fellow business faculty to explore the requirements of creating a business club and working relationships with the Workforce Development agencies

Q82

Student Validation & Engagement

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q83

Please describe how this goal advances the college strategic goal(s) identified above:

Networking and team skills are required by today's business professionals. The opportunity for students to practice and improve these skills while in college provide an advantage when entering the professional workforce.

Q84

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Many other community colleges in the area have strong business clubs that create student leadership and engagement opportunities.

Q85

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

Research the steps necessary to create a student club and reach out to local workforce offices and businesses as field trips and guest speakers. * Dependent upon campuses re-opening after COVID restrictions are lifted.

Q86

How will this goal be evaluated?

Evaluation will take place incrementally over the next four years as the idea is researched and developed.

Page 30: VII. Resources Needed to Fully Achieve Goal(s)

Q87

Faculty Resource Needs

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

Page 32: Final Check

Q88

I am ready to submit my program review

Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."
