

1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as well as three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (*See Resource A for data set specifics and suggestions for further data collection/evaluation.*)

Narrative:

ACC Assessment Data AY 2017

Number of Faculty:

3 full time (M. Ashford, J. Eubanks, J. Lowrance)

3 part time (E. Cochran, R. Ren, H. Hester)

Enrollment & Student credit hours by Faculty type:

Full time: 58 total credit hours taught, with 181 total student enrollments

Part time: 27 credit hours taught, 64 total student enrollments

Average Class size:

8.00 students in Face-to-Face classes

13.25 students in online classes

8.75 students across all ACC courses

Completion rates:

96.35% face-to-face

92.45% online

95.49% all ACC courses

Pass rates (D or better):

89.73% face-to-face

83.67% online

88.41% all ACC courses

Number of Majors: 12 AS ACC, 1 AAS ACC (1 AS ACC & 1 AAS ACC returned Fall 2017)

Degrees Awarded: 2 AS ACC, 0 AAS ACC

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2: SIGNIFICANT ASSESSMENT FINDINGS

In this section the program should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. (See *Appendix 2 for ICC SLO's and Resource C- for more information.*)

Narrative:

Following is an example of using assessment data in our classes. The data given is for the fiscal year 16-17. Included are two of the classes that are taught in the AAS Accounting degree. The information shown, shows how accurately the students completed particular outcomes, and what changes we're decided upon to make for the next semester. As you look through each outcome you will find that most of the assessment data showed that only small changes had to be made each semester.

Fall

Assessment results

Financial Accounting

1. Analyze and properly record economic transactions

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 69.9% accuracy.

Students were having trouble when using a perpetual inventory system and recording sales.

Changes: Will take more time when covering perpetual inventory and how it works when recording journal entries for a sale.

2. Record Adjusting Entries

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 82.2% accuracy.

Changes: No changes for next semester.

3. Prepare Financial Statements:•Income Statement

•Statement of Equity/Statement of Shareholders' Equity/Statement of Retained Earnings

•Balance Sheet

•Statement of Cash Flows

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 77.2% accuracy.

Changes: No changes at this time.

4. Analyze and record transactions related to Partnerships

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 77.5% accuracy.

However, students still having trouble with recording the transactions of the liquidation of a partnership.

Changes: Cover the four steps of liquidating a partnership in more detail.

5. Complete the following activities related to Corporations:•Analyze and record basic Organization expenses

•Record Capital Stock Transactions

•Record transactions related to Dividends

•Record Preferred Stock transactions

•Record the proper transactions related to Long-Term Liabilities

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 51.4% accuracy.

Students were experiencing difficulties in recording the difference between a stock dividend and a cash dividend. They also we're having trouble with recording and amortizing long-term liabilities when it came to discounts and premiums.

Changes: will cover more examples of stock dividends and more examples of cash dividends and how they differ. Will spend more time going over premiums and discounts when issuing bonds when it comes to long-term liabilities and how they're supposed to be amortized over the life of the bond.

6. Complete the following relating to Investments: •Record the purchase of both Long-term and Short-term investments

- Analyze and record Fair value adjustments

- Properly use the Cost and Equity method when recording investment transactions

- Analyze and properly record Gains and Losses from sale of investments

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 64.6% accuracy.

Noticed improvements from last semester, still need changes.

Changes: Spend more time going over fair value adjustment for all marketable securities.

7. Understand and perform Financial Statement Analysis by completing the following: •Complete trend analysis

- Complete common size statement analysis

- Complete Ratio analysis

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 77.5% accuracy.

Changes: No changes at this time.

Managerial Accounting

Measuring outcome 1: Student will be able to record Adjusting Entries and prepare Basic Financial Statements.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 87.0% accuracy.

Changes: No changes planned at this time.

4.0: EXTERNAL CONSTITUENCIES AND SIGNIFICANT TRENDS

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (See *Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.*) Program Advisory Committee, Specialized Accreditation, etc.

4.1: PROGRAM ADVISORY

Create a form in this section to include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk(*). Upload meeting minutes from the previous spring and fall semesters.

Narrative:

Our program advisory committee made the recommendation in the AAS Accounting program that we switch from teaching Sage 50 to teaching QuickBooks for our degree. This switch has been made.

4.2: SPECIALIZED ACCREDITATION

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

None

4.3: OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

Study in accounting leads to a variety of opportunities in organizations in the public and private sectors of the economy. Upon completion of the Associate of Applied Science degree, students will be prepared for entry-level positions within organizations or possess the rudimentary information necessary to start their own businesses.

It was found that only nine Majors have been declared in the AAS of Accounting degree in the last 18 years. The majority of students going into accounting normally receive their AS degree and then transfer to finish their 4 year degree.

It is recommended that the AAS degree in accounting be deleted from the catalog and a Certificate of Accounting be created and put in its place.

At the moment the AAS in Accounting is a broken program. There are several classes in the program of study that are not offered and have not been offered for the last few years. So I do not believe the program really meets the KBOR or HLC accreditation and is also one of the reasons it should be deleted from the catalog and a certificate created to take its place.

7.0: PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1: NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section program faculty should provide a narrative reflection on trends observed in the data from section 1.0. (See *Resource C*)

Narrative:

Assessment data provided by the institutional researcher shows a completion rate for accounting students who enrolled in accounting classes to 96.35% face-to-face with an 89.73% pass rate with a D or better in face to face classes. Students enrolled in online classes related to the accounting degree have a completion rate of 92.45% with an 83.67% pass rate with a D or better. The total average of all courses including face-to-face and online has a completion rate of 95.49% for all accounting courses with a pass rate of 88.41% passing the class with a D or better.

7.2: ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (See *Resource D* for detailed descriptions of the vitality recommendation categories.)

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of honors, co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use

S.M.A.R.T. goal setting for this purpose. (See *Resource E* on S.M.A.R.T. goal setting; *Resource F* on Action Plans for Student Success; and *Resource C-* for more information.)

Narrative:

Due to the minor interest in the AAS in accounting degree the short-term goal is to remove the degree from the catalog.

The long-term goal is to create a certificate of accounting to take the place of the AAS degree.

A certificate program would interest more student that are interested in learning bookkeeping and taxes. With a certificate they can start a small business to keep books for small businesses and do Individual taxes. If a certificate is created it will also prepare the student to take the Certified Bookkeeper (CB) Exam. Which would be a outside certification to satisfy HLC requirements for accreditation.

8.0: FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1: BUDGET REQUESTS/ADJUSTMENTS

Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available in October. (*See Resource G for more details on possible items to include.*)

Narrative:

None for the AAS Accounting. It is recommended that it be removed from the catalog and replaced by a Certificate in Accounting. This process can be achieved without incurring any additional short-term costs to the college.

9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1: FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

This report was prepared by John Eubanks using class information, IR information, business office information and online research. Information on classes and enrollment was requested and received from the Institutional Researcher and monetary information from the Business Office.

9.2: DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

After review and reflection of the program review, planning and development, the Division Dean will complete Dean's Summative Assessment form. The Dean's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

I agree the AAS should be mothballed. However, is there a demand for a certificate? Or would the AS serve ICC's students just as well? Brian Southworth STEMB Division Chair
2.15.2018