

Program Review 2021-2022

Accounting

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General Information (Program Review 2021-2022)

2021/22 Program Review

2021/22 PROGRAM REVIEW FORM

Form: 2021/2022 Program Review (See appendix)

Reference Section

MESA2030 COMPREHENSIVE MASTER PLAN

ROADMAP TO MESA2030: STRATEGIC PLAN 2021-2026

MESA DATA DASHBOARDS

Requests Forms

REQUEST PORTAL

Appendix

A. 2021/2022 Program Review (Form)

Form: "2021/2022 Program Review"

Created with : Taskstream

Participating Area: Accounting

Date submitted: 12/03/2021 2:26 pm (PST)

2021/2022 Program Review

(REQUIRED) Name of Lead Writer and Manager/Service Area Supervisor

Tara Maciel, Associate Professor of Accounting

Monica Romero, Dean of Business & Technology

(REQUIRED) In what ways (if any) did changes to an online/remote modality due to COVID-19 impact student success and equity in your area/program? Please provide evidence.

Our program found a great deal of success moving to an online modality. For many years prior to the pandemic, we taught our accounting courses online. Online teaching is not new to accounting. Moving fully online allowed us the space and time to refine our courses in an online format, enhancing the reach of our courses to a more equitable and robust format for all students. Many of our faculty participated in course redesign workshops and events thru the LOFT for equitable curriculum teaching practices. We found that many students enjoyed the flexibility provided of being in asynchronous courses, allowing them to hold jobs or attend to other matters while not being forced to give up college classes. We found the number of students who are working full time jobs also increased.

Our students also appeared to perform better since moving online. Our program saw an increase in student success rates overall and in our disproportionately impacted students. Additionally, our retention rates for online courses increased to the same level as our pre-pandemic face-to-face courses. Faculty were able to focus our attention on improving our online courses. Online courses take a considerable amount of time to prepare, maintain, and modify, as do on-campus courses. Prior to the pandemic, most of our contract faculty were teaching both online and on-campus courses, which forced them to split their prep time between the modalities. During the pandemic, our faculty were able to improve their online courses and focus solely on this modality. As can be seen from the data, the ability to focus on online courses ONLY helped our students remain in the courses and successfully complete them. This data should influence how faculty's schedules are prepared for post-pandemic semesters. The data is clear that when faculty are able to focus on one modality (in this case, online), student success and retention is improved compared to periods when faculty are teaching in multiple modalities (face-to-face, online, and/or hybrid).

From Summer 2016 to Spring 2021, our program has an overall success rate of 78.1% and online course success rate of 77.7%. For the Covid period (Spring 2020 to 2021) our program's success rate averaged 80.7%. For online courses only from Summer 2016 to Intersession 2020 (pre-pandemic), our student success rate was 74.4% compared to the pandemic period (Spring 2020 to Spring 2021) with a success rate 80.7%.

Overall, our program's course success rates have increased from 63.1% overall modalities and 54.5% in online courses pre-pandemic for African American students to 69.9% during Covid. LatinX student's success rates also increased compared to our pre-pandemic data: pre-pandemic in all modalities 71.2% and in online classes only 66.6%; during Covid LatinX student success rates were 73.4%. Both groups are still disproportionately impacted, however, the success rates for both increased which followed the same pattern of our entire program's success rate.

Prior to Covid-19 (Summer 2016 to Intersession 2020), our program's student success rate was 74% for online courses (async/sync). Outcomes for Spring 2020-Spring 2021 for our program's online courses (async/sync) were 82%. Our program's success equity gap for African American students in our program's online courses has been reduced from 21.1% (Summer 2016 to Intersession 2020) to 11.5% (Spring 2020-Spring 2021).

Additionally, retention pre-pandemic (Summer 2016 to Intersession 2020) has increased from 86% in our online courses (async/sync) to 90% retention from Spring 2020 to Spring 2021. The increase in the student success rates of our courses is due to improvement in our online programs as can be seen by both our success rate increases and retention increases.

Prior to the pandemic, in our program's face-to-face courses we had a 79% success rate. Our success rate from Spring 2020-Spring 2021, where all courses were online in either synchronous or asynchronous formats, the success rate was 82%.

Retention pre-pandemic (Summer 2016 to Intersession 2020) in our Face-to-Face classes was 90% and as noted above for Spring 2020 to Spring 2021 our online courses have also had a retention rate of 90%.

As can be seen from the data, our course outcomes have improved as all faculty have focused on their online courses from Spring 2020 to Spring 2021. Retention is on par with our face-to-face courses prior to the pandemic and our success rates have improved overall.

**Contributions from Lauren Wade, Associate Professor of Accounting

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to improve/continue? Identify impacts on student success and equity.

As a program, we would like to continue our online offerings to our students, as we believe this allowed them greater access and flexibility, especially for those who are working full time or have other responsibilities. We would like to continue to have opportunities and access to professional development activities for equitable practices in online teaching. We have also strategized to work more closely with the Work Based Learning office to offer our students more experiences and learning opportunities within the field of accounting.

Faculty were able to focus our attention on improving our online courses as these were the only courses offered during this period. Online courses take a considerable amount of time to prepare, maintain, and modify, as do on-campus courses. Prior to the pandemic, most of our contract faculty were teaching both online and on-campus courses, which forced them to split their prep time between the modalities. During the pandemic,

our faculty were able to improve their online courses and focus solely on this modality. As can be seen from the data, the ability to focus on online courses ONLY helped our students remain in the courses and successfully complete them. This data should influence how faculty's schedules are prepared for post-pandemic semesters. The data is clear that when faculty are able to focus on one modality (in this case, online), student success and retention is improved compared to periods when faculty are teaching in multiple modalities (face-to-face, online, and/or hybrid).

In our program, it is evident that splitting faculty focus between 2 or more modalities hurts our students (pre-pandemic data). When faculty are able to focus on ONLY online classes or ONLY face-to-face classes, student success rates improve (based on Covid data from Spring 2020 to Spring 2021).

From Summer 2016 to Spring 2021, our program has an overall success rate of 78.1% and online course success rate of 77.7%. For the Covid period (Spring 2020 to 2021) our program's success rate averaged 80.7%. For online courses only from Summer 2016 to Intersession 2020 (pre-pandemic), our student success rate was 74.4% compared to the pandemic period (Spring 2020 to Spring 2021) with a success rate 80.7%.

Overall, our program's course success rates have increased from 63.1% overall modalities and 54.5% in online courses pre-pandemic for African American students to 69.9% during Covid. LatinX student's success rates also increased compared to our pre-pandemic data: pre-pandemic in all modalities 71.2% and in online classes only 66.6%; during Covid LatinX student success rates were 73.4%. Both groups are still disproportionately impacted, however, the success rates for both increased which followed the same pattern of our entire program's success rate.

**Contributions from Lauren Wade, Associate Professor of Accounting

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to change/discontinue? Identify impacts on student success and equity.

We have focused on course redesigns and creating enhanced online courses to better meet our students.

(REQUIRED) What college-wide practices implemented since the last program review cycle have affected your area/program positively or negatively? Identify impacts on student success and equity.

Having the ability to hold department and committee meetings via zoom has increased department participation and attendance. Initially holding committee meetings via zoom felt as if it lacked the personal interaction afforded by meeting in person, however participation during these meetings seems to have increased and made for more robust conversations.

The increase in the offerings of online courses has afforded our students more flexibility. Our faculty have also been more inspired to participate in professional learning to refine their online classes which has been apparent thru faculty evaluations. The campus focus to ensure a commitment to equitable curriculum and online learning has empowered our faculty to make these changes.

All of these changes have allowed us to grow as faculty for the benefit of our students and to have flexibility to participate in more campus conversations.