

Instructional Program Review 2019/20 UPDATE

Accounting

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General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer - Tara Maciel
- Name of Liaison - Monica Romero
- Department Chair - Mark Abajian and Tara Maciel
- Name of Manager/Service Area Supervisor - Danene Brown
- Is this a CTE program? (State Yes or No) - Yes

The program has added two new adjunct faculty to assist in teaching of both 116A and 116B courses. Though both new faculty members have different strengths, both bring a wide variety of knowledge and industry experience to the classroom, as well as potential networking opportunities for students. Our mission as a program remains the same. We have many strengths in the program which is evidenced by consistent enrollment patterns and three full time faculty with a strong on campus presence to serve our students. The program continues to look for ways to help our students gain industry experience and have access to networking opportunities and internships with the help of our Work Based Learning faculty.

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

Accounting Goals 2018-2019

Professional Development

Encourage faculty to attend and participate in professional development activities, and to attend local and national level conferences in order to keep current with best business practices, and to develop current accounting skills.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.3, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2,

CTE 2018/19: Perkins Permissive Use 10.3, Perkins Permissive Use 10.4, Perkins Requirement 4, Perkins Requirement 5, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Perkins Requirement 9, Strong Workforce Recommendation 1, Strong Workforce Recommendation 11, Strong Workforce Recommendation 15, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3,

Institutional Learning Outcomes 2016/17: Critical Thinking, Global Consciousness, Information Literacy

Work Based Learning

Cultivate and develop work based learning opportunities in accounting for students by working with fellow CTE faculty and work based learning staff.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.2, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 5.2, Strategic Goal 6.2,

CTE 2018/19: Perkins Permissive Use 10.1, Perkins Permissive Use 10.3, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Strong Workforce Recommendation 1, Strong Workforce Recommendation 2,

Institutional Learning Outcomes 2016/17: Critical Thinking, Information Literacy

Enrollment Management

Faculty will work across campus regarding strategies for enrollment management, guided pathways and student success.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 4.1, Strategic Goal 5.1,

CTE 2018/19: Perkins Core Indicator Activity 2, Perkins Core Indicator Activity 3, Perkins Permissive Use 10.12, Perkins Permissive Use 10.9, Perkins Requirement 5, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3, Strong Workforce Recommendation 7,

Institutional Learning Outcomes 2016/17: Critical Thinking, Information Literacy

Stay current with technology and software.

To stay current and relevant with technology and software within the program, including maintaining Quickbooks and FASB codification.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 6.1, Strategic Goal 6.2,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 7, Strong Workforce Recommendation 2,

Institutional Learning Outcomes 2016/17: Information Literacy

ACTION PLANS FOR GOALS (REQUIRED)

Actions

Accounting Goals 2018-2019

Goal

Goal: Professional Development

Encourage faculty to attend and participate in professional development activities, and to attend local and national level conferences in order to keep current with best business practices, and to develop current accounting skills.

Action: Professional Development Conferences and Activities

Describe the actions needed to achieve this objective:	Determine appropriate conferences and activities Get quotes on costs
Who will be responsible for overseeing the completion of this objective:	Accounting Faculty
Provide a timeline for the actions:	Fall 2019-Spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	Faculty will attend professional development and implement best practices in classroom activities. Assessments will be reported during the outcomes and assessment cycle for each class.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Conference and Travel Funds to be sourced through BARC, Perkins, Strong Workforce, Campus Conference and Travel.

Goal: Work Based Learning

Cultivate and develop work based learning opportunities in accounting for students by working with fellow CTE faculty and work based learning staff.

Action: Develop Internship Opportunities

Describe the actions needed to achieve this objective:	Work with work-based learning staff to develop internship opportunities with local businesses for accounting students.
Who will be responsible for overseeing the completion of this objective:	Accounting faculty
Provide a timeline for the actions:	Fall 2019-Spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	Assessments will be completed on an individual basis as internships are undertaken.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &	Work based learning collaborations with area businesses.

Conference, Software, Facilities, Classified Staff, Faculty, Other):

Goal: Enrollment Management

Faculty will work across campus regarding strategies for enrollment management, guided pathways and student success.

Action: Accounting Classes Enrollment

Describe the actions needed to achieve this objective: New adjuncts have been hired to manage course sections.

Who will be responsible for overseeing the completion of this objective: Dean and department chair.

Provide a timeline for the actions: Fall 2019

Describe the assessment plan you will use to know if the objective was achieved and effective: Adjunct evaluations.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): None.

Goal: Stay current with technology and software.

To stay current and relevant with technology and software within the program, including maintaining Quickbooks and FASB codification.

Action: Accounting Software

Describe the actions needed to achieve this objective: Funding through campus allocations.

Who will be responsible for overseeing the completion of this objective: Accounting faculty.

Provide a timeline for the actions: Ongoing.

Describe the assessment plan you will use to know if the objective was achieved and effective:

Faculty using accounting software do in-class assessments which are reported through the Outcomes and Assessment cycle.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Campus funding sources are allocated for accounting software.

GOAL STATUS REPORT (REQUIRED)

Action Statuses

Accounting Goals 2018-2019

Goal

Goal: Professional Development

Encourage faculty to attend and participate in professional development activities, and to attend local and national level conferences in order to keep current with best business practices, and to develop current accounting skills.

Action: Professional Development Conferences and Activities

Describe the actions needed to achieve this objective:

Determine appropriate conferences and activities
Get quotes on costs

Who will be responsible for overseeing the completion of this objective:

Accounting Faculty

Provide a timeline for the actions:

Fall 2019-Spring 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

Faculty will attend professional development and implement best practices in classroom activities. Assessments will be reported during the outcomes and assessment cycle for each class.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Conference and Travel Funds to be sourced through BARC, Perkins, Strong Workforce, Campus Conference and Travel.

Status for Professional Development Conferences and Activities

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

BARC requests have been completed; Perkins funding has resulted in money for TACTYC: Teacher of Accounting at Two Year Colleges.

Goal: Work Based Learning

Cultivate and develop work based learning opportunities in accounting for students by working with fellow CTE faculty and work based learning staff.

Action: Develop Internship Opportunities

Describe the actions needed to achieve this objective:

Work with work-based learning staff to develop internship opportunities with local businesses for accounting students.

Who will be responsible for overseeing the completion of this objective:

Accounting faculty

Provide a timeline for the actions:

Fall 2019-Spring 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

Assessments will be completed on an individual basis as internships are undertaken.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Work based learning collaborations with area businesses.

Status for Develop Internship Opportunities

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Our program is currently working with Work-Based Learning Faculty to organize a panel of accounting professionals. This is being scheduled for Spring 2020.

Goal: Enrollment Management

Faculty will work across campus regarding strategies for enrollment management, guided pathways and student success.

Action: Accounting Classes Enrollment

Describe the actions needed to achieve this objective: New adjuncts have been hired to manage course sections.

Who will be responsible for overseeing the completion of this objective: Dean and department chair.

Provide a timeline for the actions: Fall 2019

Describe the assessment plan you will use to know if the objective was achieved and effective: Adjunct evaluations.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): None.

Status for Accounting Classes Enrollment

Current Status: Completed

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

Accounting has highly qualified adjuncts. They receive good peer and student evaluations. We have recently hired two new accounting adjuncts, and expect to increase our professional networking with the business community.

If the Current Status was not marked Completed, what are the implications and next steps:

Goal: Stay current with technology and software.

To stay current and relevant with technology and software within the program, including maintaining Quickbooks and FASB codification.

Action: Accounting Software

Describe the actions needed to achieve this objective:	Funding through campus allocations.
Who will be responsible for overseeing the completion of this objective:	Accounting faculty.
Provide a timeline for the actions:	Ongoing.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Faculty using accounting software do in-class assessments which are reported through the Outcomes and Assessment cycle.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Campus funding sources are allocated for accounting software.

Status for Accounting Software

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	Different software programs are being assessed. One adjunct is currently using QuickBooks. Assessment of software is ongoing. Our ability to obtain more funding will determine the extent of further implementation.



Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Accounting

(REQUIRED) Program name

Accounting

(REQUIRED) Are you on target with your assessment schedule?

The Accounting Program is on target to complete CLO assessment by Spring 2022. The new Program CLO's will be input into Taskstream and mapped to the PLO's by Spring 2022. The program plans to continue measuring all CLO's for each course offered within the program by Spring 2022.

We have completed assessments for all outcomes in courses ACCT 135, 201A and 201B. We plan to continue assessments for ACCT 116A and 116B, which are the most robust courses we offer in terms of numbers of course offerings. Other courses to be assessed, including ACCT 120, 121, 125, 150 are taught by Prof. John Fusco, who will perform the assessments evenly thru Spring 2022.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

The completed assessments have revealed that our students are meeting and exceeding our expectations and the benchmarks for success in our assessed courses and program thus far. Assessments will continue to be made for our courses and implementation of changes will be met if necessary.

(REQUIRED) Based on your assessments, what resource needs have you identified?

We have not identified any resources.

The DOC presented these findings at the program fall semester outcomes meeting and faculty agreed assessments are on track. Moving forward, faculty will continue to meet and assess further results to stay in line with program goals. Likewise, data will continue to be assessed and measured, new goals indentified if needed, and results re-evaluated as necessary to meet any addtional metrics identified by the department.

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Accounting

Program Name

(REQUIRED) Type your program name.

Accounting

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

Overall, course success rates for the entire program for accounting has steadily been on the rise since the 2014/2015 academic year. In 2014/2015, program success was at a low of 69%, however the program has enjoyed a steady and consistent increase thru all courses since then, climbing to a high of 77% in 2018/2019. The overall filtered group course success rate is 74% for all courses in accounting, regardless of modality.

For the program, females have an overall course program success rate of 76% for the past five years, whereas, in comparison, males have an overall course program success rate of 73%. Isolating just the past two years, 2017-2019, males have a program success rate of 76%, however for females it was slightly higher at 77%.

The largest equity gap per enrollment by demographic is in regard to African Americans, with an overall equity gap of 9%, or an overall program course success rate of 65% (benchmark of 74%). When disaggregated further by gender, African American males have an overall course program success rate of 64%, and African American females have an overall course program success rate of 67%. Isolating just the past two years, 2017-2019, African American students have no discernable pattern. For example, in 2017/18, program success rate is 70%, and in 2018/19, program success rate is 62%. Disaggregating the data for African Americans by gender yields that males have been slightly more consistent. Over the past two years, program success rate for males was 69%, but for females, there was a large disparity. In 2017/18, program success rate was at

71%. However, in 2018/19, program success rate for African American females had dropped to 52%.

There is also a large equity gap for students in the age group of 40-49, with an overall program success rate of 70% (equity gap of 4%). Men and women within this age stratification perform equally. Students within the age group of 30-39 performed the strongest, with a program success rate of 78%, followed by students in the age group of 18-24, with a program success rate of 74%.

The most successful demographic within the program is Asian with a program success rate of 81%, followed by white with a program success rate of 78%.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

There appears to be no consistency in regard to the program success rates over the last five years. For example, African Americans appeared to have the largest equity gap in the program but drilling into the data on an annual basis reveals the trends to be inconsistent. Over the last five years, beginning in 2014/2015, African Americans had a program success rate of only 65%, 68%, 60%, a high of 70%, and lastly in 2018/2019, 62%. There seems to be an oscillating "yo yo" pattern for the last five years.

Looking at gender program success rates over the last five years, both male and female students appear to have program success rates increasing at a steady and consistent pace. Females have steadily increased over the past five years, increasing each year from a baseline of 72% in 2014/2015 to 78% in 2018/2019. The same trend occurred with male students, starting at an overall baseline of 66% program success rate in 2014/2015, and increasing at a consistent climb to 76% in 2018/2019.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

The overall increase in program success since the 2014/2015 is perhaps in part attributable to the hire of two new full time accounting faculty members, bringing the total full time faculty in accounting to a total of three. The students now have more access to full time faculty in accounting who have full dedication to the program at Mesa. The full time accounting faculty have more office hours for student interaction, and provide students with more consistent resources. Program faculty have attended various professional development events to learn new strategies in and out of the classroom.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

The full time faculty in the program here at Mesa are committed to not only identifying equity gaps within the program, but to also work with others on campus and accessing available resources to conquer any gaps within the program. The faculty have made efforts to attend various conferences focused on teaching at a community college to address best practices and efforts within the classroom to help impacted groups of students achieve success, such as TACTYC and the CCCAOE Leadership conference. Faculty have also attended events on campus to help enhance program success for African Americans and other underperforming groups, such as Teaching Men of Color. Faculty has also applied for and used Classroom Tutors to build further student access to resources for help within the classroom. There has also been faculty outreach to the Work Based Learning faculty to

create events and resources for student learning in the field of accounting. We have also worked with campus tutoring to identify how to best assess tutors and assist them to further help our students in class, and have sought the assistance of classroom tutors to help students with embedded tutoring in the classroom.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

As part of the school of Business and Technology, the Accounting program has the advantage of collaborating with numerous faculty, including new business faculty hires who are doing outreach with the local business community, and our hispanic community. We are dovetailing our programs with the newly launched entrepreneurship program, which has the potential to reach more hispanic students. We plan to continue this collaboration and cross-pollination between our programs. Faculty have also attended Raza Grad and related fundraisers and events in support of Raza Grad, as well as Work Based Learning events featuring Latinos in Business.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

Faculty attend various professional development conferences and activities, including the Teachers of Accounting at Two Year Colleges conference. We stay active with current technology in the classroom with Quickbooks as well as tax software in the relevant tax courses offered.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Our overarching goals are to continue to develop strong workforce and work-based learning opportunities, and to continue to assess enrollment management. We will continue to seek ways to promote student success and close equity gaps through faculty professional development and classroom best practices. This will also include strategies to develop internship opportunities and collaborations with area businesses, and potentially other programs, including 4-year universities.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

One area for development we have noted is our "gatekeeper" class: Financial Accounting. Our data suggest that many students struggle with this class, and yet if they have success with this introductory material, they will also have success with following accounting classes. We are looking for ways to develop a more robust tutoring program as a way of investing in student success. Currently, accounting faculty have been working with the campus tutoring program, and we have been reaching out in order to develop an even more streamlined method for assessing and utilizing classroom tutors. Additionally, we are working with strong workforce faculty to offer internship opportunities for our students.