

Accounting Annual Program Review 2014-2015

- Name of Program: Accounting Annual Program Review 2014-2015
- Name of person(s) preparing document: Craig Vilhauer, Ian Stapleton, Brandon Tenn
- Dates of meeting(s) to discuss and review document:
September 16, 2014; October 21, 2014; December 9, 2014; January 22, 2015
- Names of Participants and Titles:
Craig Vilhauer, Professor of Accounting
Ian Stapleton, Professor of Accounting
- Degrees and Certificates:
Accounting (AA), Accounting (CT)
- Year: 2014/2015
- Discipline: Accounting (ACTG)

1. Have there been any changes in this program over the last years which have had a significant impact on the program's goals and/or effectiveness? If so, please explain the changes that have occurred and how the changes have impacted the program.

In recent years, a number of accounting courses were cut due to budgetary constraints. As the economy and state budget has improved, we have started adding some of these classes back. We are once again offering ACTG-31 in the fall and spring. We intend to re-activate ACTG-56 in the near future to offer students more options in the accounting elective courses. We are also considering offering another section of ACTG-04A as this class has been consistently filled beyond capacity for several semesters.

2. Please summarize the progress the program has made on Student Learning Outcomes (SLOs) assessments at the course and program level since the last review and how the findings of those assessment have been utilized to improve student learning.

We continue to assess courses on a two-year cycle. ACTG-04A, ACTG-51, and ACTG-04B were assessed in the fall of 2014. ACTG-31 was assessed in the spring of 2014. We continue to meet and discuss the SLO assessment process and the implementation of action plans resulting from SLO assessments. We have added summaries of our discussions on Business Cohort blog. We also post our SLO assessments on the Business Cohort blog in order to obtain feedback from our non-accounting colleagues. The feedback is incorporated into our assessments and pedagogical approaches to our courses. Our continual discussion of all aspects of SLO assessment has helped guide our approach to student learning.

3. Include a plan for assessing the course and program SLOs that have not been assessed at this time.

We plan to assess the following courses in the spring of 2015:

ACTG-53

We plan to assess the following courses in the fall of 2015:

ACTG-52

4. Please summarize any changes in retention, success, productivity, or other relevant data that have occurred since completion of the last planning document, whether a comprehensive review or annual planning document.

Nothing significant noted since the comprehensive program review conducted 2012-2013 or the annual program review conducted in 2013-2014.

5. Provide a status update on the 5-year Planning Goals identified in the most recent comprehensive program review.

- Is the program on target to meet the most recent 5 Year Planning Goals?

Goal Statement 1: Improve Communication among all faculty teaching accounting classes.

Objectives: The full-time faculty members should meet at least twice each semester to share information and shape the future of the accounting program. In addition, full-time faculty should meet at least once with adjunct faculty to share information relevant to course/program SLOs and any changes in curriculum. This will result in the better co-ordination of efforts to track progress of program review, create and assess student learning outcomes, and share ideas and experiences of pedagogical methodologies.

Update: We have not fully met this goal yet. We only have two adjunct faculty in the Accounting Dept. currently. We have experienced difficulty attracting more adjunct faculty in the past. Hopefully, the two adjunct faculty will be teaching accounting courses on a consistent basis going forward. We met with the adjunct faculty once last semester. We need to formalize a meeting schedule with the adjunct faculty. This goal will be more easily accomplished once we have a consistent pool of adjunct faculty.

- Goal Statement 2: Further Improve mentoring for Adjunct Accounting Faculty.

Objectives: Continue to provide relevant assistance and information to the adjunct faculty teaching at the Merced and Los Banos sites. Also be available to help with any concerns that may arise in the future.

Update: We continue to make progress on this goal. One stumbling block we have encountered here is a lack of consistency of adjunct faculty. Hopefully, we will be able to retain the current group of adjunct faculty in order to effectively mentor them and improve the quality of education in our department. Increasing the contact with adjunct faculty will help us achieve this goal.

- Goal Statement 3: Improve the Tutoring System for the Accounting Program

Objectives: Ensure that there is a formal procedure for the recruitment and hiring of accounting tutors at the Tutorial Center at the Merced campus.

Update: We have been successful at identifying potential students and making sure they are hired by the Tutorial Center. Further, we have also been able to have accounting tutors available in Study Central.

- Goal Statement 4: Offer More Elective Courses

Objectives: Accounting faculty to investigate whether previous courses such as ACTG-56 be offered once again or, alternatively, new courses be developed as electives. Now that the budgetary crisis of the previous 5 years has begun to subside, offering a greater variety of elective classes is feasible.

Update: As the state budget continues to approve, we are in the process of re-activating ACTG-56. Our goal is to have this offered in spring of 2016. We are also discussing ideas for creating new elective courses, including a spreadsheet-based accounting course.

- Goal Statement 5: Offer More Sections of Impacted Accounting Classes

Objectives: Accounting faculty to investigate whether it would be feasible to offer more sections of chronically over-enrolled courses (Accounting 4A and 4B). These two classes are transfer-level classes and offering more sections would allow for more timely matriculation to 4-year schools for transfer students.

Update: We intend to offer another section of ACTG-04A in spring of 2016. We might also offer another section of ACTG-04B in spring of 2016 as well.

For the most part, we believe we are on target to meet our 5 year goals by the next comprehensive review.

- Are the program's 5 Year Planning Goals still relevant?

Yes

- o Has there been a change in the priority of the program's 5 Year Planning Goals?

No

6. Program SLOs

a. Accounting (AA)

- Analyze and apply critical/creative thinking to an accounting problem or scenario in order to formulate a set of alternatives, then recommend the best course of action.
- Read, analyze, evaluate, and communicate, both orally and in written form, an appropriate financial interpretation of accounting documents, including proper maintenance of accounting records using the basics of bookkeeping.
- Analyze an accounting problem and/or scenario and apply appropriate mathematical and accounting concepts to develop and verify a solution.

b. Accounting (CT)

- Apply analytical and critical thinking skills to contemplate a given accounting scenario and propose a solution after contemplating a variety of courses of action.
- Read, analyze, evaluate, and communicate, both orally and in written form, an appropriate financial interpretation of the material, including proper maintenance of accounting records using the basics of bookkeeping.
- Analyze, make computations and solve a variety of complex accounting problems and scenarios.

7. 5-Year Plans

Goal Statement 1: Improve Communication among all faculty teaching accounting classes.

Objectives:

The full-time faculty members should meet at least twice each semester to share information and shape the future of the accounting program. In addition, full-time faculty should meet at least once with adjunct faculty to share information relevant to course/program SLOs and any changes in curriculum. This will result in the better co-ordination of efforts to track progress of program review, create and assess student learning outcomes, and share ideas and experiences of pedagogical methodologies.

Target Date for Completion: 05/23/2015

Person(s) Responsible for Completion: Craig Vilhauer and Ian Stapleton

Benchmark: Two meetings to be held each semester for full-time faculty. One meeting to be held each semester for full-time and adjunct faculty.

Describe the Means of Assessment: Dates of meetings are to be recorded, along with information prepared for part-time faculty.

Program Outcomes:

- Read, analyze, evaluate, and communicate, both orally and in written form, an appropriate financial interpretation of accounting documents, including proper maintenance of accounting records using the basics of bookkeeping.
- Read, analyze, evaluate, and communicate, both orally and in written form, an appropriate financial interpretation of the material, including proper maintenance of accounting records using the basics of bookkeeping.
- Analyze, make computations and solve a variety of complex accounting problems and scenarios.
- Analyze an accounting problem and/or scenario and apply appropriate mathematical and accounting concepts to develop and verify a solution.
- Analyze and apply critical/creative thinking to an accounting problem or scenario in order to formulate a set of alternatives, then recommend the best course of action.
- Apply analytical and critical thinking skills to contemplate a given accounting scenario and propose a solution after contemplating a variety of courses of action.

Strategic Planning Goals:

- Assure student access and success.
- Improve communication throughout the district.

ISLOs:

- Communication

Goal Statement 2: Further Improve mentoring for Adjunct Accounting Faculty.

Objectives:

Continue to provide relevant assistance and information to the adjunct faculty teaching at the Merced and Los Banos sites. Also be available to help with any concerns that may arise in the future.

Target Date for Completion: 05/23/2015

Person(s) Responsible for Completion: Craig Vilhauer and Ian Stapleton

Benchmark: Establish a handbook for standard procedure for adjunct recruitment, training, mentoring, and evaluation.

Describe the Means of Assessment: Dates of meetings are to be recorded. A draft of the handbook to be completed by end of spring 2014 semester.

Program Outcomes:

- Read, analyze, evaluate, and communicate, both orally and in written form, an appropriate financial interpretation of the material, including proper maintenance of accounting records using the basics of bookkeeping.
- Read, analyze, evaluate, and communicate, both orally and in written form, an appropriate financial interpretation of accounting documents, including proper maintenance of accounting records using the basics of bookkeeping.
- Analyze an accounting problem and/or scenario and apply appropriate mathematical and accounting concepts to develop and verify a solution.
- Analyze, make computations and solve a variety of complex accounting problems and scenarios.
- Apply analytical and critical thinking skills to contemplate a given accounting scenario and propose a solution after contemplating a variety of courses of action.
- Analyze and apply critical/creative thinking to an accounting problem or scenario in order to formulate a set of alternatives, then recommend the best course of action.

Strategic Planning Goals:

- Assure student access and success.
- Improve communication throughout the district.

ISLOs:

- Communication

Goal Statement 3: Improve the Tutoring System for the Accounting Program

Objectives:

Ensure that there is a formal procedure for the recruitment and hiring of accounting tutors at the Tutorial Center at the Merced campus.

Target Date for Completion: 05/23/2014

Person(s) Responsible for Completion: Craig Vilhauer and Ian Stapleton

Benchmark: A formal written procedure for recruiting and hiring accounting tutors at the Tutorial Center.

Describe the Means of Assessment: Full-time faculty will meet and write a draft of the policy by the end of the spring 2014 semester.

Program Outcomes:

- Read, analyze, evaluate, and communicate, both orally and in written form, an appropriate financial interpretation of accounting

- documents, including proper maintenance of accounting records using the basics of bookkeeping.
- 2. Read, analyze, evaluate, and communicate, both orally and in written form, an appropriate financial interpretation of the material, including proper maintenance of accounting records using the basics of bookkeeping.
- 3. Analyze, make computations and solve a variety of complex accounting problems and scenarios.
- 4. Analyze an accounting problem and/or scenario and apply appropriate mathematical and accounting concepts to develop and verify a solution.
- 5. Apply analytical and critical thinking skills to contemplate a given accounting scenario and propose a solution after contemplating a variety of courses of action.
- 6. Analyze and apply critical/creative thinking to an accounting problem or scenario in order to formulate a set of alternatives, then recommend the best course of action.

Strategic Planning Goals:

- 1. Assure student access and success.
- 2. Improve communication throughout the district.
- 3. Promote a Sustainable, Supportive, and Safe Learning Environment.

ISLOs:

- a. Communication

Goal Statement 4: Offer More Elective Courses

Objectives:

Accounting faculty to investigate whether previous courses such as ACTG-56 be offered once again or, alternatively, new courses be developed as electives. Now that the budgetary crisis of the previous 5 years has begun to subside, offering a greater variety of electives classes is feasible.

Target Date for Completion: 05/31/2016

Person(s) Responsible for Completion: Craig Vilhauer and Ian Stapleton

Benchmark: Additional courses made available in college schedule.

Describe the Means of Assessment: As above.

Program Outcomes:

- 1. Read, analyze, evaluate, and communicate, both orally and in written form, an appropriate financial interpretation of accounting documents, including proper maintenance of accounting records using the basics of bookkeeping.
- 2. Read, analyze, evaluate, and communicate, both orally and in written form, an appropriate financial interpretation of the material, including proper maintenance of accounting records using the basics of bookkeeping.
- 3. Analyze, make computations and solve a variety of complex accounting problems and scenarios.
- 4. Analyze an accounting problem and/or scenario and apply appropriate mathematical and accounting concepts to develop and verify a solution.
- 5. Apply analytical and critical thinking skills to contemplate a given accounting scenario and propose a solution after contemplating a variety of courses of action.
- 6. Analyze and apply critical/creative thinking to an accounting problem or scenario in order to formulate a set of alternatives, then recommend the best course of action.

Strategic Planning Goals:

- 1. Assure student access and success.
- 2. Improve communication throughout the district.
- 3. Enhance technology and systems integration.

ISLOs:

- a. Communication
- b. Computation
- c. Cognition
- d. Personal Development and Life-Long Learning

Goal Statement 5: Offer More Sections of Impacted Accounting Classes

Objectives:

Accounting faculty to investigate whether it would be feasible to offer more sections of chronically over-enrolled courses (Accounting 4A and 4B). These two classes are transfer-level classes and offering more sections would allow for more timely matriculation to 4-year schools for transfer students.

Target Date for Completion: 05/31/2016

Person(s) Responsible for Completion: Craig Vilhauer and Ian Stapleton

Benchmark: Offer one new section of Accounting 4A per semester (spring and fall) and offer one new section of Accounting 4B once per academic year. These offerings would happen at the Merced campus.

Describe the Means of Assessment: As above.

Program Outcomes:

- 1. Read, analyze, evaluate, and communicate, both orally and in written form, an appropriate financial interpretation of accounting documents, including proper maintenance of accounting records using the basics of bookkeeping.
- 2. Read, analyze, evaluate, and communicate, both orally and in written form, an appropriate financial interpretation of the material, including proper maintenance of accounting records using the basics of bookkeeping.
- 3. Analyze, make computations and solve a variety of complex accounting problems and scenarios.
- 4. Analyze an accounting problem and/or scenario and apply appropriate mathematical and accounting concepts to develop and verify a solution.
- 5. Apply analytical and critical thinking skills to contemplate a given accounting scenario and propose a solution after contemplating a variety of courses of action.
- 6. Analyze and apply critical/creative thinking to an accounting problem or scenario in order to formulate a set of alternatives, then recommend the best course of action.

Strategic Planning Goals:

- 1. Assure student access and success.
- 2. Enhance technology and systems integration.

ISLOs:

- a. Communication
- b. Computation

8. Yearly Objectives

Priority	Objective	5 Year Planning Goal	Person(s) Responsible	Timeline	Resources	Program SLOs	Institutional SLOs	Strategic Planning Goals
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1	Offer more sections of ACTG-04A and ACTG-04B	Offer More Sections of Impacted Accounting Classes	Craig Vilhauer & Ian Stapleton	Academic Year 2015-2016	N/A	<ol style="list-style-type: none"> 1. Read, analyze, evaluate, and communicate, both orally and in written form, an appropriate financial interpretation of accounting documents, including proper maintenance of accounting records using the basics of bookkeeping. 2. Read, analyze, evaluate, and communicate, both orally and in written form, an appropriate financial interpretation of the material, including proper maintenance of accounting records using the basics of bookkeeping. 3. Analyze, make computations and solve a variety of complex accounting problems and scenarios. 4. Analyze an accounting problem and/or scenario and apply appropriate mathematical and accounting concepts to develop and verify a solution. 5. Apply analytical and critical thinking skills to contemplate a given accounting scenario and propose a solution after contemplating a variety of courses of action. 6. Analyze and apply critical/creative thinking to an accounting problem or scenario in order to 	<ol style="list-style-type: none"> 1. Assure student access and success. 2. Improve communication throughout the district. 3. Promote a Sustainable, Supportive, and Safe Learning Environment. 	<ol style="list-style-type: none"> 1. Communication 2. Computation 3. Cognition 4. Personal Development and Life-Long Learning
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						formulate a set of alternatives, then recommend the best course of action.		
2	Establish a formal adjunct communication system	Improve Communication among all faculty teaching accounting classes.	Craig Vilhauer & Ian Stapleton	Academic year 2015-2016	N/A	<ol style="list-style-type: none"> 1. Read, analyze, evaluate, and communicate, both orally and in written form, an appropriate financial interpretation of accounting documents, including proper maintenance of accounting records using the basics of bookkeeping. 2. Read, analyze, evaluate, and communicate, both orally and in written form, an appropriate financial interpretation of the material, including proper maintenance of accounting records using the basics of bookkeeping. 3. Analyze an accounting problem and/or scenario and apply appropriate mathematical and accounting concepts to develop and verify a solution. 4. Analyze, make computations and solve a variety of complex accounting problems and scenarios. 5. Apply analytical and critical thinking skills to contemplate a given accounting scenario and propose a solution after contemplating a variety of courses of action. 	<ol style="list-style-type: none"> 1. Assure student access and success. 2. Improve communication throughout the district. 3. Promote a Sustainable, Supportive, and Safe Learning Environment. 	<ol style="list-style-type: none"> 1. Communication 2. Computation 3. Cognition 4. Personal Development and Life-Long Learning

						6. Analyze and apply critical/creative thinking to an accounting problem or scenario in order to formulate a set of alternatives, then recommend the best course of action.	
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9. Evaluation

1: Was the time frame for completion of the Program Review adequate? Yes

2: Was the Review Module Clear and understandable? Yes

3: Was it wasy to use? Yes

4: Were the questions relevant? Yes

5: Did you find the Program Review process to have value? Yes

6: Was the data you reviewed completed and presented in a clear format? Yes Yes

7: Please identify data source(s) used to provide data for this review Institutional Research's statistics on completion and success rates, demographics, etc.

8: Would you like additional data?

No

9: Please offer any comment that could improve and/or streamline Program Review.

N/A

10. Appendices

11. **Other:** If there is anything else you would like to be considered in the annual planning document, please describe it here.

N/A