Annual

Program

Of

Accounting

For

2019-2020

Prepared by

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# 1.0 Program Data and Resource Repository

1.2 Quantitative and Qualitative Data

### Narrative:

The information presented below is for the AS Accounting program only. In addition, the classes taught in the Accounting program are also considered business general education courses for the Liberal Studies and General Studies degrees. Therefore, some of the students represented in this data may not be majors in the AS Accounting. They could be declared majors in either the AS in Business Administration, Liberal Studies, or General Studies degrees.

Accounting Program Review Data AY 2019

Looking at all courses with an ACC course code

**Number of Faculty:**

 full time 2 (Coy, Eubanks)

 part time 1 (Ren)

**Enrollment & Student credit hours by Faculty type:**

Full time: 14 total credit hours taught, with 36 total students enrolled

Part time: 3 credit hours taught, 8 total students enrolled

**Average Class size:**

8.7 students in Face-to-Face classes

9.0 students in online classes

8.8 students across all courses

**Completion rates:**

96.2% face-to-face

66.7% online

84.1% all courses

**Pass (‘D’ or better) rates:**

92.0% face-to-face

83.3% online

89.2% all courses

**Pass (‘C’ or better) rates:**

88.0% face-to-face

66.7% online

81.1% all courses

**Number of Majors:** 13 (6 returned in Fall 2019)

**Degrees Awarded:** 2

# 3.0 Assessment of Student Learning Outcomes

3.2 Significant Assessment Findings

The program faculty 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 Section 3.2 in the Program Review Handbook for more information.)*

### Narrative:

Below is the summary sheet for assessment data in our ACC classes. The information shown\ below shows if the students met the required outcome and what changes, if any, were made 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. Beginning Fall of 2019 assessment details will be housed in Canvas. Class, as well as, individual student data for outcomes and the assignments they are tied to will be easy to pull and reflect on.

Assessment Report for ***Computerized Accounting ACC 1033***

Term: Spring 2019

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Met/    Partially Met/ Not Met | Summary of Future  Planned Action(s) |
| 1. Describe a manual accounting system (Chapter 4 -1 Case Problems, Chapter 4 Quiz) (Outcome 1) | Met | Utilized Quickbooks, with SNAP, Outcomes were met, no future action at this time. |
| 2. Enter the beginning balances of a business. Chapter 2-1 Case Problems, Chapter 2 Quiz) (Outcome 2) | Met | Utilized Quickbooks, with SNAP, Outcomes were met, no future action at this time. |
| 3. Prepare journal entries for a business (Chapter 6-1 Case Problems, Chapter 6 Quiz) (Outcome 3) | Met | Utilized Quickbooks, with SNAP, Outcomes were met, no future action at this time. |

Assessment Report for ***Financial Accounting***

Term: Fall 2018

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Met/    Partially Met/ Not Met | Summary of Future  Planned Action(s) |
| 1. Identify and demonstrate the effects of transactions and economic events on the financial statements in corporations and other business entities. | Partially Met | Plan to spend more time at the beginning of the semester covering journal entries and how to interpret economic transactions. |
| 2. Prepare the fundamental financial statements per US GAAP. | Met | None planned. |
| 3. Analyze and interpret the information presented in the financial statements. | Met | None planned. |
| 4. Measure the value of assets and liabilities, including an introduction to fair value accounting. | Partially Met | Plans are to make a short video that they can access at any time to help them and to spend a little bit more time in class going over fair value measures. |
| 5. Evaluate the quality of business decisions in an ethical context. | Met | None planned. |
| 6. Demonstrate an awareness of International Financial Reporting Standards (IFRS). | Not Met | Change outcome measure. |

Assessment Report for ***Financial Accounting***

Term: Spring 2019

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Met/    Partially Met/ Not Met | Summary of Future  Planned Action(s) |
| 1. Identify and demonstrate the effects of transactions and economic events on the financial statements in corporations and other business entities. | Partially Met | Go over posting and how it is relevant to the journal entries.  Must emphasize why ledger accounts must be accurate to get accurate information for preparing adjusting entries and financial statements. |
| 2. Prepare the fundamental financial statements per US GAAP. | Not Met | Should take more class time to go over completing financial statements and do more demonstrations to help students understand the process. |
| 3. Analyze and interpret the information presented in the financial statements. | Met | None |
| 4. Measure the value of assets and liabilities, including an introduction to fair value accounting. | Partially Met | Made a short video that students can access at any time to help them. Unfortunately this did not seem to help but have suspicion that no one viewed the videos in my YouTube channel. Should add more class time going over fair value measures. |
| 5. Evaluate the quality of business decisions in an ethical context. | Met | None |
| 6. Demonstrate an awareness of International Financial Reporting Standards (IFRS). | Met | None |

Assessment Report for ***Managerial Accounting***

Term: Spring 2019

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Met/    Partially Met/ Not Met | Summary of Future  Planned Action(s) |
| 1. Explain the difference between managerial and financial accounting | Met | None. |
| 2. Evaluate the ethical dimensions of managerial accounting | Met | None. |
| 3. Apply management accounting techniques to planning and control of operations. Including:  Master Budget and Capital Budget  Variance Analysis  Cost Volume Profit Analysis   Cost Allocations | Met | None. |
| 4. Interpret Cost Behaviors for Decision Making. | Met | None. |
| 5. Communicate managerial accounting information in an appropriate format. | Met | None. |
| 6. Track the flow of costs through the manufacturing process. | Not Met | Spend more class time on each of the following items:  WIP, Manufacturing Overhead, Finished Goods, Product and Period Costs, Direct Costs and Indirect Costs. |

4.0 External Constituency 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.

## 4.1: Program Advisory Committee:

### Narrative: This is a transfer degree, therefore there is no advisory committee.

* IncludeAdvisory 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 and attach in the appendices section (10.0).

## 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:

N/A

## 4.3:  Other:

Discuss any external constituencies that may apply to the program.  *(See Section 4.3 in the Program Review Handbook for more information.)*

### Narrative:

The following HLC goals are being addressed in this review:

3.A. The institution’s degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded:

·This program meets this component by offering the first two years completion of a 4-year degree.

2. This program also meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment through the following:

·Excellence: We have worked to ensure academic excellence of this program through completing this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continually improve.

·Responsiveness: Have addressed the changes for an accounting education by updating this program to meet the KBOR articulation agreement, which meets the program requirements of the Kansas Regent Universities.

·Diversity/Enrichment: Students are exposed to International Accounting and informed of the different processes of business they may encounter based on another countries culture.

# 5.0 Curriculum Reflection

 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program’s curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

* Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
* How does this program transfer to four-year universities? (give specific examples)
* What types of jobs can students get after being in your program? (Please use state and national data)
* How dynamic is the curriculum? When was the last reform or overhaul?
* In the wake of globalization, how “internationalized” is the curriculum?
* How does the program assess diversity?
* Does the program have any community-based learning components in the curriculum?

### Narrative:

Following the comprehensive program review of 18-19, changes have been made to the Accounting program. Every effort has been made to align the program closely with four-year universities in the state of Kansas. The Kansas Core Outcome Business and Accounting groups are both highly motivated to ensure these students are able to complete all freshman and sophomore requirements at the two-year college level and receive seamless transfer of those courses.

Upon reflection of data and conversations with past and present students a decision has been made to require a Fundamentals of Accounting course prior to a student completing Financial Accounting, as well as providing an opportunity for students to complete Intermediate Accounting at ICC. Students would like to be in an accounting class each semester they are at ICC to keep their skills sharp. It is also evident that many of the students could use more exposure to the bookkeeping processes and procedures prior to taking the higher level Financial Accounting class where they need to focus heavily on the analysis and communication of accounting. The current faculty believe a firm foundation will be advantageous to today’s student body. Consideration will be made for those students who transfer in with an accounting background. It is not our desire to require busy work, there is simply a desire to ensure firm footing in all concepts by the time the students move onto the four-year university.

If students decide not to pursue their bachelor’s after finishing the degree plan at ICC they are qualified to enter into the accounting field as an Accounts Payable clerk, Accounts Receivable clerk, Bookkeeper or enter into a Mid-management position.

As students’ progress through the program they receive exposure to International issues through learning about International Financial Standards while in accounting classes and cover international trade issues in Macroeconomics classes.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

### Narrative:

The Associates of Science degree is the only Accounting degree offered at this time. The majority of the core classes in the Accounting curriculum are also required classes in the Business Administration degree and are KCOG certified for all programs of study requiring a business elective. In the 18-19 AY Financial Accounting has been added as an elective under the business and technology section of the liberal studies degree.

# 8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college’s Chief Financial Officer.  Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

* Budget Projections (personnel and operation)
* Position Change Requests
* Educational Technology Support
* Instructional Technology Requests
* Facilities/Remodeling Requests
* Capital Equipment
* Non-Capital Furniture & Equipment
* New Capital Furniture & Equipment
* Replacement Capital Furniture & Equipment
* Other, as applicable
* Accreditation Fee Request
* Membership Fee Request
* Coordinating Reports

 Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

### Narrative:

Worksheets for the Accounting program were completed and turned back in to the VPAA for the 19-20 AY. Below is the summary of requests made on the worksheets.

Currently there is one full time Professor of Accounting/Business at a salary of $49,500. This professor also teaches any required overload courses in the business and accounting area. Looking to the future Associate Professor Jody Coy will be assisting with the Fundamentals of Accounting class, allowing us to keep adjunct costs at a minimum.

Instructional Supplies: $800 to be used for purchasing reading materials for class library, as well as materials to create games and other high impact, active learning opportunities for students. This will help provide academic excellence while maximizing student engagement. These resources are directly related to achievement of long term goals created for this program. Professional Development: $2000 each year to be used by the program faculty for a variety of professional development opportunities directly related to teaching Accounting to freshmen and sophomores. It is obvious today’s students are changing and it is the desire of the program faculty member to embrace that change and continually develop curriculum that will engage the students, even if they are taking the course for General Education credit only. Attending conferences to share ideas with other Accounting faculty is paramount in keeping up with not only changes in the field of Accounting but keeping up with changes for classroom instruction. This supports academic excellence.

# 9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

### Narrative:

Lead Accounting faculty member, Melissa Ashford completed this program review. Student data was compiled and provided by the Director of IR, Anita Chappuie. Student Learning Assessment Data was provided by full-time faculty teaching courses in the program: Professor John Eubanks, Accounting/Business and Associate Professor Jody Coy, Business and Technology.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA’s response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

### Narrative:

The Program Review Committee has reviewed this document and agrees with the recommendations of program faculty.

# 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.