

Annual
Program
Of
Accounting
For
2020-2021

Prepared by
Melissa Ashford

12-7-2020



Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

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.

It is also important to note that many Accounting students do not actually complete. They often will transfer on to business school after getting some core business classes out of the way.

ACC Program Review Data AY 2020

Looking at all courses with an ACC course code

Number of Faculty:

1 full time (Ashford)

1 adjunct (B. Wheeler)

Enrollment & Student credit hours by Faculty type:

Full time: 11 total credit hours taught, with 24 total students enrolled

Adjunct: 3 credit hours taught, 8 total students enrolled

Average Class size:

9 students in Face-to-Face classes

5 students in online classes

8 students across all courses

Completion rates:

88.9% face-to-face

80% online

87.5% all courses

Pass ('D' or better) rates:

95.8% face-to-face

75% online

92.9% all courses

Pass ('C' or better) rates:

91.7% face-to-face

75% online

89.3% all courses

Number of Majors: 10 (2 returned in Fall 2020)

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 are the assessment reports for Financial and Managerial Accounting. 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, mainly teaching tools and aids for students to use. With the exception of adding Introduction to Accounting. Using data collected during the 19-20 year prompted faculty to add a pre-requisite course as many of our accounting students have no experience or previous coursework in accounting. Students who have either taken an accounting class in high school or who have practical experience can request the intro course be waived and are offered an elective option in its place.

All assessment details are housed in Canvas. Class, as well as individual student data for outcomes and the assignments they are tied to are easy to pull and reflect on.

Assessment Report for Financial Accounting

Term: Fall2019

Prepared By : Melissa Ashford

Class Summary: This is a 9:30 a.m. TR Hybrid section made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal studies.

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.

Overall course reflection: It is my recommendation that we add a Fundamentals of Accounting course as a pre-req to Financial Accounting. Our students need a firm foundation of basic accounting concepts prior to taking on the higher-level thinking and application of theories,

process, and practices of accounting. I also do not believe this should be taught as a hybrid. The current students we serve would be better off to have two 3 credit hour classes either online or on ground. I have spent close to 60 hours making pod casts and videos for this course and students report those aids have been very helpful in their overall success. I will be doing the same for Managerial Accounting in the spring.

1. **Identify and demonstrate the effects of transactions and economic events on the financial statements in corporations and other business entities.**

#1.2HW: Homework assigned for Chapter 2

Online: **N/A** On-ground: **89%**

#1.6HW: Homework assigned for Chapter 6

Online: **N/A** On-ground: **100%**

#1.EX1: Financial Statement Exam covering chapters 1-4

Online: **N/A** On-ground: **89%**

Outcome Result: Met

Summary Reflection: Students' understanding of the topic improved with practice. Students would benefit from a fundamentals class to help with basic understanding of topics early in the semester.

2. **Prepare the fundamental financial statements per US GAAP**

#2.1HW: Homework assigned for Chapter 1

Online: **N/A** On-ground: **100%**

#2.3HW: Homework assigned for Chapter 3

Online: **N/A** On-ground: **100%**

#2.EX1: Financial Statement portion of Exam #1 covering chapters 1-4

Online: **N/A** On-ground: **89%**

Outcome Result: Met

Summary Reflection: Students' understanding of the topic improved with practice. Students would benefit from a fundamentals class to help with basic understanding of topics early in the semester. We spent time together as a class doing a variety of financial statements for different types of organizations.

3. **Analyze and interpret the information presented in the financial statements.**

#3.1HW: Homework assigned for Chapter 1

Online: **N/A** On-ground: **100%**

#3.13HW: Homework assigned for Chapter 13

Online: **N/A** On-ground: **N/A**

#3.P: Financial Statement Analysis Project

Online: **N/A** On-ground: **N/A**

Outcome Result: Met

Summary Reflection: We were unable to complete chapter 13 or the financial statement analysis project to help cement this concept. This is due to the fact we must spend time learning the basic concepts of Accounting. I will be requiring a Fundamentals of Accounting class beginning Fall 2020 so that we have time to cover the higher-level concepts, which includes the final project of analyzing corporate financial statements.

4. Measure the value of assets and liabilities, including an introduction to fair value accounting.

- #4.9HW: Homework assigned for Chapter 9
Online: **N/A** On-ground: **100%**
- #4.10HW: Homework assigned for Chapter 10
Online: **N/A** On-ground: **88%**
- #4.5HW: Homework assigned for Chapter 5
Online: **N/A** On-ground: **86%**

Outcome Result: Met

Summary Reflection: Students' had a better grasp of the topic after spending time doing in class demonstrations. I believe students' understanding will improve when we have more time to spend on the higher-level topics.

Page Break

5. Evaluate the quality of business decisions in an ethical context

- #5.4HW: Homework assigned for Chapter 4
Online: **N/A** On-ground: **100%**
- #5.7HW: Homework assigned for Chapter 7
Online: **N/A** On-ground: **100%**
- #5.11HW: Homework assigned for Chapter 11
Online: **N/A** On-ground: **100%**

Outcome Result: Met

Summary Reflection: Students have a good grasp of ethical concepts in Accounting. When we are able to add the financial statement analysis project, students will have another opportunity to show their understanding.

6. Demonstrate an awareness of International Financial Reporting Standards (IFRS)

- #6.EX1: Questions on Exam pertaining to IFRS
Online: **N/A** On-ground: **N/A**
- #6.EX2: Questions for Exam pertaining to IFRS
Online: **N/A** On-ground: **N/A**
- #6.EX3: Questions for Exam pertaining to IFRS
Online: **N/A** On-ground: **N/A**

Outcome Result: Not Assessed this semester

Summary Reflection: Not assessed this semester

COMPLETED SPRING: 5/15/20

Assessment Report for Financial Accounting

Term: **SPRING 2020** Prepared By : **Melissa Ashford**

Class Summary: This is an online section made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal studies.

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: **YES**

This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.

Overall course reflection: We have approved the addition of Introduction to Accounting as a pre-req for this course. Our students need a firm foundation of basic accounting concepts prior to taking on the higher-level thinking and application of theories, process, and practices of accounting. I have spent close to 60 hours making pod casts and videos for this course and students report those aids have been very helpful in their overall success. I will continue to provide these types of aides to accounting students in the future. It should be noted that this semester, due to Covid-19, ICC moved to a totally remote learning platform. While this was an online class from the beginning some of the students may have encountered added stress due to this change.

1. **Identify and demonstrate the effects of transactions and economic events on the financial statements in corporations and other business entities.**

#1.2HW: Homework assigned for Chapter 2

Online: **80%** On-ground: **N/A**

#1.6HW: Homework assigned for Chapter 6

Online: **100%** On-ground: **N/A**

#1.EX1: Financial Statement Exam covering chapters 1-4

Online: **80%** On-ground: **N/A**

Outcome Result: Met

Summary Reflection: Students' understanding of the topic improved with practice. Students would benefit from a fundamentals class to help with basic understanding of topics early in the semester.

2. **Prepare the fundamental financial statements per US GAAP**

#2.1HW: Homework assigned for Chapter 1

Online: **80%** On-ground: **N/A**

#2.3HW: Homework assigned for Chapter 3

Online: **100%** On-ground: **N/A**

#2.EX1: Financial Statement portion of Exam #1 covering chapters 1-4

Online: **100%** On-ground: **N/A**

Outcome Result: Met

Summary Reflection: Students' understanding of the topic improved with practice. Students would benefit from a fundamentals class to help with basic understanding of topics early in the semester. We spent time together as a class doing a variety of financial statements for different types of organizations. I continued to provide more practice videos which I believe aides in the student's understanding and ability to successfully complete the tasks.

3. Analyze and interpret the information presented in the financial statements.

#3.1HW: Homework assigned for Chapter 1

Online: **100%** On-ground: **N/A**

#3.13HW: Homework assigned for Chapter 13

Online: **N/A** On-ground: **N/A**

#3.P: Financial Statement Analysis Project

Online: **N/A** On-ground: **N/A**

Outcome Result: Met

Summary Reflection: We were unable to complete chapter 13 or the financial statement analysis project to help cement this concept. This is due to the fact we must spend time learning the basic concepts of Accounting. I will be requiring a Fundamentals of Accounting class beginning Fall 2020 so that we have time to cover the higher-level concepts, which includes the final project of analyzing corporate financial statements.

4. Measure the value of assets and liabilities, including an introduction to fair value accounting.

#4.9HW: Homework assigned for Chapter 9

Online: **100%** On-ground: **N/A**

#4.10HW: Homework assigned for Chapter 10

Online: **100%** On-ground: **N/A**

#4.5HW: Homework assigned for Chapter 5

Online: **100%** On-ground: **N/A**

Outcome Result: Met

Summary Reflection: Students' had a better grasp of the topic after spending time doing in class demonstrations. I believe students' understanding will improve when we have more time to spend on the higher-level topics.

Page Break

5. Evaluate the quality of business decisions in an ethical context

#5.4HW: Homework assigned for Chapter 4

Online: **100%** On-ground: **N/A**

#5.7HW: Homework assigned for Chapter 7

Online: **100%** On-ground: **N/A**

#5.11HW: Homework assigned for Chapter 11

Online: **100%** On-ground: **N/A**

Outcome Result: Met

Summary Reflection: Students have a good grasp of ethical concepts in Accounting. When we are able to add the financial statement analysis project, students will have another opportunity to show their understanding.

6. Demonstrate an awareness of International Financial Reporting Standards (IFRS)

#6.EX1: Questions on Exam pertaining to IFRS

Online: **N/A** On-ground: **N/A**

#6.EX2: Questions for Exam pertaining to IFRS

Online: N/A On-ground: N/A
#6.EX3: Questions for Exam pertaining to IFRS
Online: N/A On-ground: N/A

Outcome Result: *Not Assessed this semester*
Summary Reflection: Not assessed this semester

COMPLETED SPRING: 5/15/20

Assessment Report for Managerial Accounting

Term: SPRING 2020 Prepared By : Melissa Ashford

Class Summary: This is an onground 9:30 TR section made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal studies.

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.

Overall course reflection: This is the third course in a 4 course cycle. This course is very focused and overall students appear to either love it or hate it as it is a very different and focused type of accounting. Students who enjoy this type of accounting do well as it is not overly difficult. It should be noted that this semester, due to Covid-19, ICC moved to a totally remote learning platform. This was an on ground class that was moved to a total remote delivery environment. It is possible students experienced stress and some scores may reflect that.

1. **Explain the difference between managerial and financial accounting**

#14.2EXC: Exercise 2 in chapter 14

Online: On-ground: 100%

#14.WP: Waterways Project for chapter 14

Online: On-ground: 100%

Outcome Result: *Met*

Summary Reflection: While outcome was met I will be adding in some videos and a few more exercises to the course to help with student retention.

2. Evaluate the ethical dimensions of managerial accounting

#2.14EC: Ethics Case assignment in chapter 14

Online: On-ground: 100%

#2.20EC: Ethics Case assignment in chapter 20

Online: On-ground: 100%

Outcome Result: *Met*

Summary Reflection: While outcome was met I will be adding in some videos and a few more exercises to the course to help with student retention.

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**

#3.18.7EXC: Exercise 7 in chapter 18

Online: On-ground: 100%

#3.18WP: Waterways Project for chapter 18

Online: On-ground: 83%

Outcome Result: *Met*

Summary Reflection: The class met with a 91% success rate. I will continue to add demo problems and video walk throughs.

Page Break

4. Interpret Cost Behaviors for Decision Making

#4.18.4EXC: Exercise 4 in Chapter 18

Online: On-ground: 100%

#4.19WP: Waterways Project for chapter 19

Online: On-ground: 83%

Outcome Result: *Met*

Summary Reflection: The class met with a 91% success rate. I will continue to add demo problems and video walk throughs.

5. Communicate managerial accounting information in an appropriate format

#5.21WP: Waterways Project for chapter 21

Online: On-ground: 40%

#5.19WP: Waterways Project for chapter 19

Online: On-ground: 83%

Outcome Result: *Not Met*

Summary Reflection: Met with 61% overall. Students actually communicate the information just fine but struggle with arriving at correct information to communicate. I will be adding more demos and practice problems throughout the semester to help with this.

6. Track the flow of costs through the manufacturing process.

#6.15WP: Waterways project for chapter 15

Online: On-ground: 80%

#6.16WP: Waterways project for chapter 16

Online: On-ground: 50%

#6.17WP: Waterways project for chapter 17

Online: On-ground: 100%

Outcome Result: *Met*

Summary Reflection: The class met with a 76% success rate. I will continue to add demo problems and video walk throughs.

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.

- 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 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:

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.

These changes were proposed and approved during the 19-20 AY. Only new students during 20-21 will be affected by these changes; therefore we will not see good quality data of success due to these changes until 21-22 school year.

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.

Program faculty will be working with office technology faculty to incorporate the newly approved bookkeeping courses as an area of interest for accounting majors in the event they wish or need to stay at ICC longer so they can add to their skill set.

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:

Requests for the Accounting program were completed and turned in for the 20-21 AY. Below is the summary of requests made.

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. Associate Professor Jody Coy is teaching 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.

Finance has been very supportive of physical changes that needed to be made and were requested in the previous year. This applies to both business and accounting courses and programs. As we speak the classroom in which these courses are taught is being updated to match the lead faculty's preferred teaching style. These courses contain very little traditional lecture and are heavy in active learning opportunities for students, with students being required to watch lecture videos and podcasts prior to attending class. These improvements will be discussed further during the 21-22 program review.

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 Melissa Ashford.

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:

After reviewing the Annual Program Review submitted by Melissa Ashford I agree with her findings. The AS in Accounting is a viable degree in the ICC Portfolio and a multitude of changes have been made to continue the transferability of this degree. Mark Allen, VPAA, 1/26/2021

10.0 Appendices

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