

1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as well as three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (*See Resource A for data set specifics and suggestions for further data collection/evaluation.*)

Narrative:

ACC Assessment Data AY 2017

Number of Faculty:

3 full time (M. Ashford, J. Eubanks, J. Lowrance)

3 part time (E. Cochran, R. Ren, H. Hester)

Enrollment & Student credit hours by Faculty type:

Full time: 58 total credit hours taught, with 181 total student enrollments

Part time: 27 credit hours taught, 64 total student enrollments

Average Class size:

8.00 students in Face-to-Face classes

13.25 students in online classes

8.75 students across all ACC courses

Completion rates:

96.35% face-to-face

92.45% online

95.49% all ACC courses

Pass rates (D or better):

89.73% face-to-face

83.67% online

88.41% all ACC courses

Number of Majors: 12 AS ACC, 1 AAS ACC (1 AS ACC & 1 AAS ACC returned Fall 2017)

Degrees Awarded: 2 AS ACC, 0 AAS ACC

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2: SIGNIFICANT ASSESSMENT FINDINGS

In this section the program 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 Appendix 2 for ICC SLO's and Resource C- for more information.)

Narrative:

Following is an example of using assessment data in our classes. The data given is for the fiscal year 16-17. Included are the majority of the classes that are taught in the Accounting degree. The information shown, shows how accurately the students completed particular outcomes, and what changes we're decided upon to make 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 each semester.

Fall

Assessment results

Financial Accounting

1. Analyze and properly record economic transactions

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 69.9% accuracy.

Students were having trouble when using a perpetual inventory system and recording sales.

Changes: Will take more time when covering perpetual inventory and how it works when recording journal entries for a sale.

2. Record Adjusting Entries

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 82.2% accuracy.

Changes: No changes for next semester.

3. Prepare Financial Statements:

- Income Statement
- Statement of Equity/Statement of Shareholders' Equity/Statement of Retained Earnings
- Balance Sheet
- Statement of Cash Flows

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 77.2% accuracy.

Changes: No changes at this time.

4. Analyze and record transactions related to Partnerships

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 77.5% accuracy.

However, students still having trouble with recording the transactions of the

Liquidation of a partnership.

Changes: Cover the four steps of liquidating a partnership in more detail.

5. Complete the following activities related to Corporations:

- Analyze and record basic Organization expenses
- Record Capital Stock Transactions
- Record transactions related to Dividends
- Record Preferred Stock transactions
- Record the proper transactions related to Long-Term Liabilities

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 51.4% accuracy.

Students were experiencing difficulties in recording the difference between a stock dividend and a cash dividend. They also we're having trouble with recording and amortizing long-term liabilities when it came to discounts and premiums.

Changes: will cover more examples of stock dividends and more examples of cash dividends and how they differ. Will spend more time going over premiums and discounts when issuing bonds when it comes to long-term liabilities and how they're supposed to be amortized over the life of the bond.

6. Complete the following relating to Investments:

- Record the purchase of both Long-term and Short-term investments
- Analyze and record Fair value adjustments
- Properly use the Cost and Equity method when recording investment transactions
- Analyze and properly record Gains and Losses from sale of investments

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 64.6% accuracy.

Noticed improvements from last semester, still need changes.

Changes: Spend more time going over fair value adjustment for all marketable securities.

7. Understand and perform Financial Statement Analysis by completing the following:

- Complete trend analysis
- Complete common size statement analysis
- Complete Ratio analysis

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 77.5% accuracy.

Changes: No changes at this time.

Managerial Accounting

Measuring outcome 1: Student will be able to record Adjusting Entries and prepare Basic Financial Statements.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 87.0% accuracy.

Changes: No changes planned at this time.

Macroeconomics

1. Explain the economic way of thinking by applying the following: scarcity, specialization, opportunity cost, marginal analysis, and production possibility.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 75.3% accuracy.

Changes: Will spend just a little bit more time on this subject covering scarcity.

2. Apply the supply and demand model for economic analysis.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 81.7% accuracy.

Changes: No changes planned.

3. Define the key macroeconomic indicators used to measure the performance of the aggregate economy including output, price level, and employment.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 90.9% accuracy.

Changes: No changes at this time.

4. Utilize the aggregate demand and aggregate supply model to explain the amount of goods/services produced, the level of unemployment, and price level.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 81.9% accuracy.

Changes: No changes at this time.

5. Define fiscal policy, budget deficits, and the national debt and explain their impact on the macro-economy.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 88.2% accuracy.

Changes: No changes at this time.

6. Define money, banking, and monetary policy and explain their impact on the macroeconomy.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 86.3% accuracy.

Same as last semester the students have trouble with banking reserves and how it affects the money supply.

Changes: Will spend more time in class explaining what reserves are and how they affect the amount of money a bank has available to lend to customers. Will complete more examples in class.

Spring Financial Accounting

1. Analyze and properly record economic transactions

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 80% accuracy. However, based on the measurement I found that students were having trouble in recording purchases and sales on account.

Changes: When covering economic transactions in class will spend more time on the difference between recording purchases and sales using cash and recording purchases and sales on account.

2. Record Adjusting Entries

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 70% accuracy. Students have trouble both with depreciation, amortization, and the using up of supplies.

Changes: Give students better notes. Go over more depreciation amortization problems in class. Cover the difference between buying supplies and using supplies up. Give students extra assignments so that I can make sure that they understand how to record adjusting entries properly.

3. Prepare Financial Statements:

- Income Statement
- Statement of Equity/Statement of Shareholders' Equity/Statement of Retained Earnings
- Balance Sheet
- Statement of Cash Flows

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 74.4% accuracy. Students had trouble with both the balance sheet and the statement of cash flows.

Changes: Will focus on the balance sheet and bringing the equity account from the statement of retained earnings to the balance sheet as students have had trouble in always representing the current balance as opposed to the beginning balance in those accounts?

Will spend extra time and class periods going over the statement of cash flows. Particularly, making sure that students understand the difference between a cash inflow and a cash outflow and how that should affect the statement of cash flows itself.

4. Analyze and record transactions related to Partnerships

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 85% accuracy. However, students had trouble with recording the transactions of the liquidation of a partnership.

Changes: Will make sure to cover the four steps of liquidating a partnership in more detail in class.

5. Complete the following activities related to Corporations:

- Analyze and record basic Organization expenses
- Record Capital Stock Transactions
- Record transactions related to Dividends
- Record Preferred Stock transactions
- Record the proper transactions related to Long-Term Liabilities

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 69.5% accuracy. Particular problems were recognized in the recording of stock transactions. Specifically when it came to issuing stock above par and using the account paid in capital in excess of par. students also had trouble with amortizing out both discounts and premiums on long-term liabilities specifically bonds.

Changes: Provide more written examples of stock transactions. Go over stock transactions in more detail in class. Stress the difference between issuing stock at a par value and issuing stock above par value and when to use the paid in capital in excess of par account.

Spend more time and going over the effective interest method of amortizing out both a discount and a premium when issuing bonds. Have students' complete more than two assignments on this particular subject.

6. Complete the following relating to Investments:

- Record the purchase of both Long-term and Short-term investments
- Analyze and record Fair value adjustments
- Properly use the Cost and Equity method when recording investment transactions
- Analyze and properly record Gains and Losses from sale of investments

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 60% accuracy. Students specifically had trouble in understanding the adjustment for unrealized gains and losses. Students had trouble in understanding the difference between trading securities and long-term Investments and how they should be recorded.

Changes: Provide more examples for recording the adjustment for unrealized gains and losses. Spend more time defining the difference between trading securities and long-term Investments. Assign the longer problems related to these items.

7. Understand and perform Financial Statement Analysis by completing the following:

- Complete trend analysis
- Complete common size statement analysis
- Complete Ratio analysis

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 76.4% accuracy.

Changes: No changes at this time.

Computerized Accounting

1. Describe a manual accounting system.

100% of the class will successfully complete (correctly) 85% of the required activities for the Chapter, Assignment, and Case.

Outcome: Students completed this assessment with 100% accuracy.

Changes: No changes required.

2. Enter the beginning balances of a business.

100% of the class will successfully complete (correctly) 85% of the required activities for the Chapter, Assignment, and Case.

Outcome: Students completed this task with an 88% accuracy. The problem facing students in this assessment was that they got in a hurry and missed putting in certain amounts to start the business balances.

Changes: Get students to slow down and pay attention to what they are doing.

3. Prepare journal entries for a business.

100% of the class will successfully complete (correctly) 85% of the required activities for the Chapter, Assignment, and Case.

Outcome: Students completed this assessment with a 98% accuracy.

Changes: No changes at this time.

4. Prepare and record year end transactions.

100% of the class will successfully complete (correctly) 85% of the required activities for the Chapter, Assignment, and Case.

Outcome: Students completed this assessment with an 88% accuracy. Found that students were having trouble with the memorized transactions which are repeatable.

Changes: Spend more time in class going over memorized transactions.

5. Backup and restore data.

100% of the class will successfully complete (correctly) 85% of the required activities for the Chapter, Assignment, and Case.

Outcome: Students completed this assessment with a 99% accuracy.

Changes: No changes at this time.

6. The student will be able to analyze and prepare reports for management or owners of a business.

100% of the class will successfully complete (correctly) 85% of the required activities for the Chapter, Assignment, and Case.

Outcome: Students completed this assessment with an 82% accuracy.

Changes: Will spend more time on this particular outcome in class. Will have students complete two more cases related to analyzing and preparing reports for management and owners.

Macroeconomics

1. Explain the economic way of thinking by applying the following: scarcity, specialization, opportunity cost, marginal analysis, and production possibility.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 70.1% accuracy. Most problems are rows in the application of opportunity cost and the production possibility curve.

Changes: Give some more examples in class to students about opportunity cost, and other examples of the production possibility curve. Assign a couple of more exercises that will help the students understand this information better.

2. Apply the supply and demand model for economic analysis.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 74% accuracy. The biggest problem the students had was an understanding when do you have movement along a supply or a demand line or when do you have a shift in a supply or demand line.

Changes: Create better notes which will explain the difference between movement and a demand or supply line and when there should be a shift in either of those lines. Have students complete a couple of more exercises dealing with each item.

3. Define the key macroeconomic indicators used to measure the performance of the aggregate economy including output, price level, and employment.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 76.1% accuracy.

Changes: No changes at this time.

4. Utilize the aggregate demand and aggregate supply model to explain the amount of goods/services produced, the level of unemployment, and price level.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 72% accuracy. Students had trouble in relating aggregate supply model and the aggregate demand model to the level of unemployment.

Changes: Create better notes. Spend more time in class going over unemployment and how aggregate supply and demand affect it. Give a couple of more exercises two students covering these items.

5. Define fiscal policy, budget deficits, and the national debt and explain their impact on the macroeconomy.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 62% accuracy. Student specifically had trouble with explaining how budget deficits have an effect on both the national debt and their impact on the economy.

Changes: Create better notes with a better explanation of this item. Spend more class time going over both the national debt and budget deficits and how they actually affect the economy.

6. Define money, banking, and monetary policy and explain their impact on the macroeconomy.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 77.3% accuracy. However, students did have trouble with reserves when it comes to banking.

Changes: Will spend more time in class explaining what reserves are and how they affect the amount of money a bank has available to lend to customers. Will give students a couple of more assignments that deal only with reserves and banking.

4.0: EXTERNAL CONSTITUENCIES 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. (See *Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.*) Program Advisory Committee, Specialized Accreditation, etc.

4.1: PROGRAM ADVISORY

Create a form in this section to 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.

Narrative:

Our program advisory committee made the recommendation in the Accounting program that we switch from teaching Sage 50 to teaching QuickBooks for our degree. It was also recommended that we stop offering Intermediate Accounting because it is considered a 300 level course and it was getting harder for students to get their transfer school to accept. Both suggestions have been made and this is the second year of the new degree plan being in place.

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:

No specialized accreditations.

4.3: OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

Study in accounting leads to a variety of opportunities in organizations in the public and private sectors of the economy. Upon completion of the associate degree, students will be prepared for entry-level positions within organizations, able to transfer to a baccalaureate program, or possess the rudimentary information necessary to start their own businesses. Consider the following statistic: Employment of accountants and auditors is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. In general, employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy. As the economy grows, more workers should be needed to prepare and examine financial records. (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Accountants and Auditors 2018)

The program of study for the AS Accounting follows the KBOR articulation requirements for students transferring to any Kansas University with Junior status. If the student follows the program of study they should be able to seamlessly transfer to any of the regent universities. Also, all of the core classes for the Accounting degree have met the Kansas Core Outcomes approval as equal transfer classes to all of the regent universities. Both of these facts show alignment with KBOR and HLC's accreditation requirements.

7.0: PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1: NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section program faculty should provide a narrative reflection on trends observed in the data from section 1.0. (See Resource C)

Narrative:

Assessment data provided by the institutional researcher shows a completion rate for accounting students who enrolled in accounting classes to 96.35% face-to-face with an 89.73% pass rate with a D or better in face to face classes. Students enrolled in online classes related to the accounting degree have a completion rate of 92.45% with an 83.67% pass rate with a D or better. The total average of all courses including face-to-face and online has a completion rate of 95.49% for all accounting courses with a pass rate of 88.41% passing the class with a D or better.

In Academic Year 15/16 there were 12 Associates of Science Accounting majors, of those only one returned in the fall of 2017. During the previous year two of those students received their Associates Degree in Accounting. This information could be misleading when thinking about retention. Several students attend with the intention of never finishing their Associates Degree but getting certain classes out of the way before they transfer to a 4-year University. Another problem observed in the last few years was the number of students who declared they were accounting majors but never took a single accounting class.

The majority of students enrolled in the accounting classes are enrolled due to any of the following; working on an Accounting degree, a Business degree, using the class for an elective to another degree, or as a general education class.

All of the core classes offered by ICC for the Accounting degree with the exception of Computerized Accounting and Intro to Spreadsheets are certified as equivalent class transfers by the Kansas core outcomes group. The result is that all of the classes transfer exactly as those core classes to any University in the state of Kansas under KBOR rules.

The number of full-time instructors which taught Accounting degree related classes except for Elementary Statistics and Intro to Spreadsheets has gone from 3 full time to one full-time instructor. One of the instructors resigned last year, the other has moved into a different field of instruction. Elementary Statistics is taught by one of our math instructors and Intro to Spreadsheets is taught by one of our Computer Science instructors.

7.2: ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

The program vitality assessment, goals and action planning are documented by completing the ProgramSummative Assessmentform.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (See *Resource D for detailed descriptions of the vitality recommendation categories.*)

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of honors, co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use

S.M.A.R.T. goal setting for this purpose. (See *Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.*)

Narrative:

Study in accounting leads to a variety of opportunities in organizations in the public and private sectors of the economy. Upon completion of the associate degree, students will be prepared for entry-level positions within organizations, able to transfer to a baccalaureate program, or possess the rudimentary information necessary to start their own businesses.

In addition to those students who are pursuing degrees, many others enroll in Accounting courses to master specific skills in order to improve employment opportunities. Also, many transfer students do not always take those courses required for degree completion but take the core courses to get their first year out of the way before transferring to a baccalaureate program. Measures should be developed that incorporate these factors into success results.

Short-term goal is to complete a minimum of 3 continuing professional education classes during the next year to keep up with the changes in accounting.

Short-term goal Update course videos based on changes in accounting rules.

Long-term goal to work on combining the accounting and business administration degrees into a single program of study with two separate tracks to achieve which goal the students wish to work towards.

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:

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

II. 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.

Category 2: Maintain current levels of support/continuous improvements. This program should be continued as presented. Accounting is a degree that opens several possibilities for students and there is always a strong demand for those entering the field. At the time only one instructor teaches all of the core classes for this program and those same classes are requirements in several other degrees. This keeps the cost of all of the programs at a minimum.

8.0: FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1: BUDGET REQUESTS/ADJUSTMENTS

Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available in October. (*See Resource G for more details on possible items to include.*)

Narrative:

Budget request would include the continuation of a full-time instructor and the possibility of hiring a part-time instructor who can teach in both the accounting and business field. Would also like to request that funds be set aside to provide for marketing of both the Accounting and Business degrees. This is to help inform the public that those degrees are available at Independence Community College for them to pursue.

- Set aside marketing dollars to market the program. To do this I would recommend creating an advertising campaign that would present all of the Accounting and Business programs available to the public and market using flyers, adds, etc. \$2,500 with help from fab lab to create some of marketing materials.
- Hire a part-time instructor to teach accounting and business classes. (This could be 2 or 3 adjuncts one class each) \$400 cn hour x 9 cr hours total = \$1,200.

9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1: FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

9.2: DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

After review and reflection of the program review, planning and development, the Division Dean will complete Dean's Summative Assessment form. The Dean's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

This narrative is solid. Brian Southworth STEMB Division Chair. 2.15.2018