## **Annual Program Review Update Form - Spring 2010**

I. General Information

Date: 6/1/10

Program/Department:

Accounting

Authors of Report:

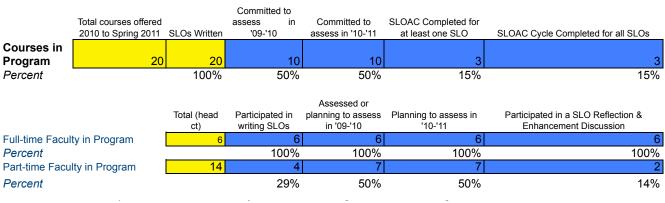
L. Botsford, M. Breen, M.Gough, C. Kwak, K. Mello, S Osborne

### II. Status Since Previous Program Review

What significant changes have occured since the last complete program review? Were those changes based on SLO assessments? How have these changes affected your program? You may also address how these changes affect the following: strategic initialtives, "main areas for improvement", mission statements, or physical/organizational restructuring.

The CA budget crisis has limited our department's offering of courses and support areas that increase student success (counseling, tutoring, etc.). We have an expansive Accounting program that serves the needs of students seeking vocational training, those seeking to transfer and those with degrees who seek to sit for the CPA exam or take prerequisites for MBA programs. Our limitations have made accessibility for all these groups to be less than optimal.

#### **III. SLO Information**



and enhancement phase.

**SLOAC Discussion and Analysis:** Summarize the discussions and analyses of your program/departments' SLOAC results. The discussions and analyses need not be limited to the information shown in Sections I and II above.

Virtually all of the full-time accounting faculty participated in writing SLOs for each course. Part-time instructors were solicited as to their interest and ability to participate in the process and several made suggestions that were integrated into the courses. Given that approximately 70% of our offerings every term are the Financial and Managerial Accounting courses, we chose to focus on those three classes in our SLO assessments. We developed a website based, uniform quiz at the end of the term that covered the first SLO of Acct 1A, 1B and 1C that all students had to complete and the full-time faculty assessed the results of each of the three courses. The results were good - the average score on the quiz ran around 70% with a very small minority (less than 10%) of the students tested scoring less than 40% on the quiz. We found the process to be fairly straightforward as the nature of the advanced accounting courses requires that the basic outcomes from the earlier classes be understood at a high level in order to comprehend the advanced course objectives. We plan on using the Fall, 2011 term to integrate enhancements in the three courses to improve upon this year's results. Each full-time faculty member also assessed at least one course so our first intermediate accounting course along with our advanced accounting course and two of the tax courses were assessed. Our department meetings include discussion of the results and plans to integrate changes as appropriate going into the Fall, 2011 term .

#### Suggestions for the SLOAC Discussion & Analysis:

Detailed data supporting some or all of the statistics shown above.

Patterns that emerge or are confirmed when SLO data are viewed, either alone or in combination with other data (such as student ESL placement test results) at the program level.

What your goals were for any of the percentages above, and whether you achieved that goal.

Evidence of value derived from the SLOAC process within your program.

Some of the challenges your faculty continue to face in attempting to hit your program goals with respect to SLOs.

If enhancements/improvements to your program can be implemented within the division's currently existing structures and allocated resources, then consider this update form complete and submit to your division dean. If enhancements/improvements are identified that require ADDITIONAL resources through the Instructional Planning and Budgeting process, then complete Section IV. (see next page).

Page 1 of 2

# Annual Program Review Update Form - Spring 2010

IV. Resource Requests: (Use this section ONLY if you have a NEW resource request)

Program/Department:	General Business	
Please submit your top three	(or less) choices below in ranked order:	
	( )	Cost estimate
	or Part Time faculty who complete SLOAC rticipate in review meetings	\$6,500
Item Name: 2) Maintain release for Acct department	se time for 2 courses (.111 load) per year ent chair.	~\$11000 on average
needed functiona	RScore form scanner software lacks lity, and the makes it very, very time ermine how well individual students have th SLO.	Unknown
What SLO Assessment findings, if any, support and guide the resource request?	commitment and the lack of compensation department activities including SLOs, with the college has agreed to purchase the ne assign a high priority to the IT project of in	to SLO assessment cycle because of the time 1. 2) We are concerned about leadership for all 2) bout release time for our chair. 3) We understand that 3 we software, but would like to urge the college to 3 stalling the new scanner and software and installing 3 ber's office computer, as we really need this new 3 iring we would like to do.
How will the resource allocation specifically enhance your program's services, activities, processes, etc. to improve student learning and achievement?	experience help ensure that our program r some of these courses will not be assesse systematically examining results to improv before the IPBT. There has been a contine Department Chairs; without the release tin could seriously jeopardize our ability to con-	part time faculty. Their immediate, practical business emains timely and relevant. If they don't participate, id. The part time faculty could also benefit by e learning. 2)This is an item which has been argued uous increase of administrative burdens on the no one will be motivated to take the position. That intinue and improve our Department Programs. 3) imple, on campus courses that depend on tests for for improvement.
How will the resource enhance your program with respect to the College mission or Strategic initiatives and/or your program's goals for improvement as stated in your last program review?	to participate. Alternatively, the college these responsibilities in their contractu	O process, we need incentives for Part Time Faculty could attempt to negotiate with FA to include ral obligations without additional pay. 2) This is not tem. 3)The right software will make it easier to s in on-campus classes.
Other information that may be important to support your request?		
If applicable, please describe why you do not have enough funding within your current budget allocation for this request.	CA Rudget crisis	