

# #12

**COMPLETE**

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## Page 1: I. Program Overview and Update

### Q1 Department(s) Reviewed:

Business: Accounting

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### Q2 Lead Author and Collaborators:

Mary Sessom, Pat Newman, Chris O'byrne, Rachael Farris, Al Taccone, Tracy Branton, Rick Pacco, Shawn Spaulding

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### Q3 Dean:

Larry McLemore

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**Q4 Program Update (Required):** Please summarize the changes, additions, and achievements have occurred in your program since the last program review. To access last year's program review, visit the IPRPC Intranet Page, accessible here.

There have been modest changes in this program. BUS 176, Computerized Accounting, has been taken online and is an overwhelming success in terms of enrollment. It is too soon to know about success and retention. BUS 120 and 121 have been offered this Spring, 2019 in consecutive 8 week online sessions. The enrollment continues to be strong. Again, it is too soon to know about success and retention.

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## Page 2: IIB. Student and Program Learning Outcomes

**Q5 Do you have an assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.** **Yes**

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## Instructional Program Review Annual Update

**Q6** Please provide an analysis of your student learning outcomes (SLO) findings and what changes, if any, were made as a result.

The two most widely taken accounting classes (120 & 121) have been thoroughly assessed, with all SLOs meeting the standard set by the department. Many of the other advanced accounting classes and the beginning 109 class have several SLOs that have never been assessed. An analysis shows that there are too many SLOs in each of those courses, and they need to be tightened up and pared down to a manageable level.

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**Q7** Review your PLOs. Are the listed PLOs an accurate reflection of the program's current learning objectives? **Yes**

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**Q8** Are the PLOs mapped onto the course SLOs? **Yes**

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**Q9** Discuss your assessment plan for the PLOs.

All accounting course SLOs have been mapped to the Accounting and Bookkeeping PLOs. Previous SLO assessment plans were not as informative as they could be because we were so in the weeds of assessing SLOs that we didn't see the big picture or have enough meaningful discussions. Plans are to produce a new SLO/PLO assessment plan to do a deep dive on each course once or twice in a three-year period for continuous improvement, with the fourth year to analyze all data for the comprehensive program review. This schedule will be based on the new comprehensive Program Review schedule.

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### Page 3: IIB. Student Achievement

**Q10** How has the program's success rate changed over the past year?

It is critical to remember in any data analysis shown in this annual update, that ACCT and BUS are all aggregated together. Thus, a more detailed analysis will have to be done looking at each course in each semester to get a true picture.

FA16 showed a success rate over all classes of 80%. FA17 showed a success rate over all classes of 84%. SP had an over all success rate of 83% which SP 18 showed a rate of 81.2%. BUS 120 took a significant dip in SP 18 and a more detailed look will be taken at that semester's courses. The program has an average success rate for 17-18 of 83% which is above the College goal.

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**Q11** The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your will program help the College reach its long-term goal of increasing the course success rate to 77%. This is intended to provide a goal for improvement only; programs will not be penalized for not meeting the goal. What is your program's one-year goal for success rate across all courses in the program?

The Accounting faculty and department co-chairs are actively engaged in identifying the drop in the SP18 rate in BUS 120. That should allow the course of 120 to be adjusted to the numbers come back up to SP 17 which is the only change in success rate we are seeking.

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## Instructional Program Review Annual Update

**Q12** Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

The African-American have lower success rates than those of the other ethnic groups, primarily in the hybrid classes (48%). Hispanics averaged 65% and White Non-Hispanic averaged 75%.

In terms of gender, the women have a slight edge over the men; 74.3% versus 73%. It can be said that things are equal in the way they should be.

It is critical to remember that the ACCT figures are for BUS overall. While the success rate can be broken down by course, it may not be accurate.

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**Q13** What program (or institutional) factors may be contributing to these lower rates of success for these groups of students?

In terms of the differences in ethnicity regarding the African-Americans in hybrid classes, those numbers reflect 7-3 students per semester. The numbers for the other two ethnic groups are significantly higher, 23-24 for Hispanic and 42-44 for White Non-Hispanic. The success rates over the other modalities are comparable, with the exception of FA 17 on-campus when the success rate sank to 31% for 4 students. This semester needs addressed.

This includes BUS students as well.

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**Q14** What specific steps will the program take to address these equity gaps in the 2019/20 academic year?

The program struggles to know how to address this small number of students. The total average semester enrollment in this program was 457 (duplicated). The total average semester enrollment in this program for African American students was 46 (duplicated). Yet the biggest success gap was in hybrid classes with an average semester enrollment of 3.3. The program acknowledges an equity gap but, other than referring these students to the resources the college offers such as tutoring, it is difficult to know how to affect change in a group that is .072 of the average semester enrollment.

It should be noted that overall, the modality with the lowest success rates for all students was hybrid. The co-chairs will discuss the option of taking all hybrid Accounting classes either online or on-campus.

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**Q15** How do these activities align with the goals set forth in your last comprehensive program review?

The last comprehensive program review was a pilot with the long term goal of starting a gaming theme certificate or moving an accounting class to a dedicated classroom. The activities to address equity gap do not support or conflict with the comprehensive program review goals.

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**Q16** OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below. You can upload PDF, Word, and image files.

**Respondent skipped this question**

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## Instructional Program Review Annual Update

**Q17** Does your program offer any courses via distance education (online)? **Yes**

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### Page 5: Distance Education Course Success

**Q18** Are there differences in success rates for distance education (online) versus in-person sections? **Yes**

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**Q19** If there are differences in success rates for distance education (online) versus in person sections, what will the program do to address these disparities?

The online success rate for the period of time covered by this update averaged 70.3%. The on-campus success rate for the period of time covered by this update averaged 78.3%. The outlier is actually the hybrid classes which averaged a success rate of 64%. The program will no longer offer the accounting classes in a hybrid mode instead offer them only in online or on-campus. The reasoning is that a student will select which modality best suits them instead of attempting to fit into both.

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### Page 6: IV. Previous Goals: Update (If Applicable)

**Q20** Would you like to provide an update for your previous program review goal(s)? **Yes**

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### Page 7: Previous Goal 1

**Q21** Previous Goal 1:

Full Time Accounting Instructor to research and implement new Accounting Curriculum and Certificates

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**Q22** Link to College Strategic Goal(s): **Guided Student Pathways** , **Student Validation and Engagement** , **Organizational Health**

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**Q23** Goal Status **Not Started**

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**Q24** How was the goal evaluated? If the goal is "in progress," how will it be evaluated? **Respondent skipped this question**

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## Instructional Program Review Annual Update

**Q25** Please provide the rationale for this goal:

There are new accounting principles and practices since the last major revamp of the accounting curriculum. The US tax code just underwent a major revision. There are new tax certifications that would help those students who may not chose to transfer for a BA acquire a satisfying career. These are significant updates that will require the focused attention of another full time faculty which teaching a full load. The current FT faculty member is teaching a full load and assisting the department with keeping the current curriculum up to date.

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**Q26** Please provide the goal action steps for the year (previously "Activities"):

complete the faculty request form.

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**Q27** Do you have another goal to update? **No**

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Page 8: Previous Goal 2

**Q28** Previous Goal 2: **Respondent skipped this question**

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**Q29** Link to College Strategic Goal(s): **Respondent skipped this question**

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**Q30** Goal Status **Respondent skipped this question**

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**Q31** How was the goal evaluated? If the goal is "in progress," how will it be evaluated? **Respondent skipped this question**

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**Q32** Please provide the rationale for this goal: **Respondent skipped this question**

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**Q33** Please provide the goal action steps for the year (previously "Activities"):  
**Respondent skipped this question**

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**Q34** Do you have another goal to update? **Respondent skipped this question**

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Page 9: Previous Goal 3

**Q35** Previous Goal 3: **Respondent skipped this question**

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**Q36** Link to College Strategic Goal(s): **Respondent skipped this question**

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**Q37** Goal Status **Respondent skipped this question**

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## Instructional Program Review Annual Update

**Q38** How was the goal evaluated? If the goal is "in progress," how will it be evaluated? **Respondent skipped this question**

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**Q39** Please provide the rationale for this goal: **Respondent skipped this question**

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**Q40** Please provide the goal action steps for the year (previously "Activities"):  
**Respondent skipped this question**

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**Q41** Do you have another goal to update? **Respondent skipped this question**

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Page 10: Previous Goal 4

**Q42** Previous Goal 4: **Respondent skipped this question**

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**Q43** Link to College Strategic Goal(s): **Respondent skipped this question**

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**Q44** Goal Status **Respondent skipped this question**

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**Q45** How was the goal evaluated? If the goal is "in progress," how will it be evaluated? **Respondent skipped this question**

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**Q46** Please provide the rationale for this goal: **Respondent skipped this question**

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**Q47** Please provide the goal action steps for the year (previously "Activities"):  
**Respondent skipped this question**

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Page 11: V. New Goals (If Applicable)

**Q48** Would you like to propose any new goal(s)? **Yes**

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Page 12: New Goal 1

**Q49** New Goal 1:

Address the difficulties inherent in BUS 122

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**Q50** Link to College Strategic Goal(s): **Student Validation and Engagement**,  
**Organizational Health**

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## Instructional Program Review Annual Update

**Q51** Please provide the rationale for this goal:

BUS 122, Intermediate Accounting, is a required course for transfer. In its current format of 4 units, the instructors are forced to choose what content to teach and what to leave out. The other programs at other districts teach this course in 2 classes instead of 1. Those students have more knowledge upon transfer.

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**Q52** Please provide the goal action steps for the year (previously "Activities"):

Write the curriculum modification to take this 4 unit class and fit it into 1 required 3 unit class and 1 elective 2 unit class.

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**Q53** How will the goal be evaluated?

It would be helpful if these students' success at their transfer school could be tracked.

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**Q54** Do you have another new goal?

**Yes**

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Page 13: New Goal 2

**Q55** New Goal 2:

Revise SLOs for Accounting classes

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**Q56** Link to College Strategic Goal(s):

**Guided Student Pathways**,  
**Student Validation and Engagement**

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**Q57** Please provide the rationale for this goal:

The Accounting classes overall have too many SLOs. They should be re-written and reduced to a manageable number.

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**Q58** Please provide the goal action steps for the year (previously "Activities"):

Divide the work among the full-time and part-time accounting instructors. Revise SLOs on course outlines. Submit to curriculum for approval.

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**Q59** How will the goal be evaluated?

Future SLO assessments will be used to evaluate.

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**Q60** Do you have another new goal?

**No**

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Page 14: New Goal 3

**Q61** New Goal 3: Respondent skipped this question

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**Q62** Link to College Strategic Goal(s): Respondent skipped this question

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**Q63** Please provide the rationale for this goal: Respondent skipped this question

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**Q64** Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

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**Q65** How will the goal be evaluated? Respondent skipped this question

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**Q66** Do you have another new goal? Respondent skipped this question

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Page 15: New Goal 4

**Q67** New Goal 4: Respondent skipped this question

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**Q68** Link to College Strategic Goal(s): Respondent skipped this question

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**Q69** Please provide the rationale for this goal: Respondent skipped this question

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**Q70** Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

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**Q71** How will the goal be evaluated? Respondent skipped this question

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Page 16: VI. Resources Needed to Fully Achieve Goal(s)

**Q72** Is the program requesting resources this year to achieve this goal? Yes

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Page 17: V. Faculty Resource Needs

**Q73** Are you requesting one or more faculty positions to achieve this goal? Yes

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Page 18: Faculty Position Request(s)

## Instructional Program Review Annual Update

**Q74** Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of the Position Requested:

Accounting Instructor

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**Q75** Faculty Position Request 1 - Related Program Goal(s):

Previous goal 1, New goal 1

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**Q76** Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).

**Accounting FacultyPositionRequestForm-2018-19FINAL.docx (18.3KB)**

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**Q77** Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of Position Requested:

**Respondent skipped this question**

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**Q78** Faculty Position Request 2 - Related Program Goal(s):

**Respondent skipped this question**

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**Q79** Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

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**Respondent skipped this question**

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Page 19: VI. Classified Staff Resource Needs

**Q80** Are you requesting one or more classified positions to achieve this goal?

**No**

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Page 20: Classified Staff Position Request(s)

**Q81** Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting. Brief Description of Position Requested:

**Respondent skipped this question**

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## Instructional Program Review Annual Update

**Q82** Classified Staff Position 1 Related Program Goal(s): Respondent skipped this question

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**Q83** Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here. Respondent skipped this question

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**Q84** \*\*\*OPTIONAL\*\*\* Please use the button below to upload the position classification description (obtained from HR). Respondent skipped this question

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**Q85** Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting. Brief Description of Position Requested: Respondent skipped this question

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**Q86** Classified Staff Position 2 Related Program Goal(s): Respondent skipped this question

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**Q87** Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information). Respondent skipped this question

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**Q88** \*\*\*OPTIONAL\*\*\* Please use the button below to upload the position classification description (obtained from HR). Respondent skipped this question

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Page 21: VII. Technology Resource Needs

**Q89** Are you requesting technology resources to achieve this goal? No

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Page 22: Technology Request(s)

**Q90** Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form Respondent skipped this question

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## Instructional Program Review Annual Update

**Q91** Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

**Respondent skipped this question**

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Page 23: VIII. Perkins and Strong Workforce Resource Needs

**Q92** Are you requesting Perkins and/or Strong Workforce resources to achieve this goal?

**No**

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Page 24: Perkins Request and Strong Workforce

**Q93** Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

**Respondent skipped this question**

**Q94** Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

**Respondent skipped this question**

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Page 25: IX. Supplies/Equipment Resource Needs

**Q95** Are you requesting supplies and/or equipment resources to achieve this goal?

**No**

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Page 26: Supplies/Equipment Request(s)

**Q96** Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

**Respondent skipped this question**

**Q97** Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.

**Respondent skipped this question**

**Q98** Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

**Respondent skipped this question**

## Instructional Program Review Annual Update

**Q99** Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request.

**Respondent skipped this question**

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Page 27: X. Facilities Resource Needs

**Q100** Are you requesting facilities resources to achieve this goal?

**No**

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Page 28: Facilities Request

**Q101** Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: Facilities Request Form

**Respondent skipped this question**

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**Q102** Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here:Facilities Request Form

**Respondent skipped this question**

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Page 29: XI. Professional Development Resource Needs

**Q103** Are you requesting professional development resources to achieve this goal?

**No**

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Page 30: Professional Development Request

**Q104** Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

**Respondent skipped this question**

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**Q105** Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

**Respondent skipped this question**

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Page 31: XII. Other Resource Needs

**Q106** Are you requesting any other resources to achieve this goal?

**No**

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Page 32: Other Resource Requests

## Instructional Program Review Annual Update

**Q107** Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

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**Respondent skipped this question**

**Q108** Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

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**Respondent skipped this question**

Page 33

**Q109** Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

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**Respondent skipped this question**