



# Program Review - Overall Report

Instructional: Accounting

# Data Review

2021 - 2024

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## Overall Trends

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### **What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?**

Overall, students in Accounting have been increasing in success from 60.5% to 61.2% and have remained about the same in retention from 80.3% to 80.2%

\*((argh!)) Apparently Nuventive doesn't automatically save one's work. I just spent the past two hours working on a detailed analysis of the data, stepped away, came back, saved my work and the system logged me out. I will try and recreate from memory what I had reported here but it's going to be a briefer version. Frustrating.)

#### **Success:**

Overall, students in Accounting have been increasing from 60.0% to 61.2% over the past 5 years.

#### **Retention:**

Overall, students in Accounting have been increasing from 78.7% to 80.2% over the past 5 years.

#### **Program of Study:**

The number of students who have declared a major in Accounting went from 87 to 87 in 5 years. This represents flat growth for this program. Of these students 0.23% have met with a counselor and developed an educational plan.

#### **Program Awards:**

The number of students who have completed a degree in Accounting went from 6 to 9 in 5 years. The number of students who completed a certificate in Accounting went from 8-12 in 5 years. This represents increased growth for this program. In the most recent year 9 students graduated. The expected number of students who should get a degree would be approximately 17 (87 students in the program x 20%). The gap in the pipeline is approximately 5 more students to graduate with a degree or certificate.

## Disaggregated Student Subgroups

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### **Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?**

#### **Success at the Discipline Level**

The overall success rate for all females is 72.1%. For African American females it is 64.7% and for Native American females it is 63.6%. The overall success rate for males is 70% and for African American males it is 62.3%, Hispanic males it is 67.7% and for Unknowned it is 67.6%. These percentages are gathered from a total of 144,691 students enrolled.

#### **Success at the Course Level**

## Data Review

On a course level the data is even more concerning. For 3,083 students enrolled in accounting courses at Norco College, success rates for hispanic females is in the red zone at 59.1%. African American males at 47.7% and Hispanic males at 59.2%

### **Retention at the Discipline Level**

Overall for the discipline the retention rate is 84.7% Red zone are Hispanic males at 83.1%. Still a good retention rate but because it is on a downward trend it warrants monitoring.

### **Retention at the Course Level**

Retention data on a course level doesn't reveal any red zone areas but on a discipline level there are slight drops-not sure why they came up in the red zone. Overall female retention is 84.9%. Red zone are African American at 81.3%. This isn't overly concerning but because there's downward movement and because success rates were low, this warrants some monitoring.

### **Program of Study:**

The number of students who have declared a major in Accounting went from 87 to 87 in 5 years. This represents flat growth for this program. Of these students 0.23% have met with a counselor and developed an educational plan.

### **Program Awards:**

The number of students who have completed a degree in Accounting went from 6 to 9 in 5 years. The number of students who completed a certificate in Accounting went from 8-12 in 5 years. This represents increased growth for this program. In the most recent year 9 students graduated. The expected number of students who should get a degree would be approximately 17 (87 students in the program x 20%). The gap in the pipeline is approximately 5 more students to graduate with a degree or certificate.

### **If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?**

Using the enrollment dashboard we will monitor the following subgroups to see if the trend is continuing down or moving back up:

Success rates for African American females and Native American females and African American males and Hispanic males.

Retention rates for African American females and Hispanic males.

Monitoring can be accomplished at the end of the semester by using the enrollment dashboard. Additionally, early intervention for students who are struggling may improve things. That is, close monitoring of assignment completion and reaching out to students by the second week if they are falling behind. A gentle nudge, support and encouragement to get them on pace with the class. Encourage office hours and tutoring at the LRC.

### **Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

No

# Assessment Review

2021 - 2024

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## Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

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**Which Disciplines are included in this Assessment?**

ACC

**What percent of SLOs in the disciplines you identified above have been assessed?**

95.2%

**Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).**

WKX-200 (SLO 1). While, as a discipline we ask that faculty assess all SLOs each semester, this one was omitted by the instructor. Will get caught up on this SLO this coming year.

## Section 2: Mapping Status (Based on Dashboard - Mapping Status)

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**Are all SLOs mapped to at least one PLO?**

No

**If all SLOs are not mapped to at least one PLOs, please explain why.**

71.4% of our SLOs are mapped to PLOs. Those that are not mapped are ACC 55, ACC 66, and WKX 200.

**Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)**

Yes

**If the appropriate SLOs are not mapped to GELOs, please explain why.**

Our program does not map to GE courses. None of our courses are GE courses, all of our courses are program courses.

## Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

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**Which Programs are included in this Assessment?**

ADT-Business Administration

**Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.**

ADT-Business Administration 100% of SLO meeting benchmark. AOE-Business Administration and Information Systems 85.7% of SLO meeting benchmark.

**To what do you attribute this success?**

Consistent and regular assessment, reflection, discussion and modification.

**Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.**

N/A

**If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?**

N/A

# Assessment Review

## Section 4: Alignment to Career and Transfer

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### **Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.**

What is our process in thinking about our program and how do we ensure that it aligns with our student needs? Two things. One: we are required to review and revise our curriculum every two years. Two: We use advisory bodies that meet college wide once a year and as a district once a semester. Advisory members review curriculum and advise us on how to enhance our course offerings to meet the needs of industry partners and professionals.

### **Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).**

What do we do outside of direct lecture? We host a VITA (Volunteer Income Tax Assistance) tax preparation site that allows our income tax students hands-on practical experience preparing individual income tax returns. This is a service learning experience for our students and they also receive local and state-wide recognition for their participation in this IRS/FTB volunteer program. We also offer CERTIPORT certification in Quickbooks. This is free to our ACC 65 students and it upon passing the exam students can stake claim to a nationally recognized computerized accounting certification to enhance their employability. Internships also come our way and we communicate these opportunities with our accounting students.

### **Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).**

What do we think our students need to learn in order to be successful at the next leg of their journey? We think our students need a baseline mastery of accounting which is achieved in ACC 1A, ACC 1B and to a smaller extent in ACC 55 which focuses mostly on bookkeeping. Communication skills are also necessary and needed for writing reports and presenting financial information. Success in Business 24 or BUS 22 assists them with this and provides students with the foundational knowledge needed for strong written and oral communication skills.

### **Review current PLOs. Do the outcomes listed above align with the current program outcomes?**

Look at PLOs and see if there's alignment or any gaps? No gaps detected but because of CTE requirements close monitoring and regular evaluation of our programs helps to ensure we don't have any gaps.

## Program Review: Part 1

### EMP GOAL 5. Reduce working poverty and the skills gap.

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#### **GOALS AND ACTIVITIES**

##### **What are you doing now in support of this goal?**

Working to increase the percent of Accounting students employed in their field of study by 3% annually.

##### **What are your plans/goals (3-year) regarding this goal?**

Our goal over the next few years is to continue to partner with local business owners to develop curriculum to better suit their needs in industry. Moreover, we are to collaborate with student services to host a financial literacy series and job fair/resume writing seminars.

#### **EVIDENCE**

##### **Do you have assessment data or other evidence that relates to this goal?**

Annual assessment meeting discussing assessment results

#### **RESOURCES**

##### **Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

No

### EMP GOAL 6. Pursue, develop, & sustain collaborative partnerships.

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#### **GOALS AND ACTIVITIES**

##### **What are you doing now in support of this goal?**

In support of this goal, the department has consistently partnered with local organization to strengthen existing relationships and build new partnerships. Over the past 3 years, the department has partnered with the City of Riverside specifically Community Action Partner (CAP) to provide free tax preparation to our employees, our students, and the community. Moreover, we have increased the number of industry partners who have participated in industry advisory council meeting held by the Riverside's Tri-colleges. In addition, we have consistently attended the California Community College Association for Occupational Education (CCCAOE) conference to assist support industry needs.

##### **What are your plans/goals (3-year) regarding this goal?**

Our plans in the next 3 years:

- Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry
- Make strides in our relationship with local Chambers of Commerce and identify needs of small business owners in our community to help design and diver courses that will help grow their companies
- Continue with grow and strengthen our existing relationships
- Establish relationships with Accounting departments at local feeder schools( 4-year universities/colleges)
- Attend discipline-specific and business-related conferences to develop collaborative partnership with minority organization (National Association of Black Accountants)

# Program Review: Part 1

## **EVIDENCE**

### **Do you have assessment data or other evidence that relates to this goal?**

meeting minutes advisory council meeting

in-kind paperwork from VITA

## **RESOURCES**

### **Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

Yes

EMP GOAL 7. Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

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## **GOALS AND ACTIVITIES**

### **What are you doing now in support of this goal?**

The EMP goal is central to our department operations. Our offerings provide a comprehensive range of courses, programs, and degrees that prepare students for the future and meet employer workforce needs. By accomplishing this, our intent is to become the regional college of choice for business and management students. Currently, we are increasing data collection and assessment of SLO'S and PLO'S as well as documentation of program effectiveness.

In addition, we offer a course that allows students to become a certified income tax preparer through the State of California and prepares them to volunteer for VITA (CAP). ACC -67 U.S. and California Income Tax Preparation

### **What are your plans/goals (3-year) regarding this goal?**

The entire department is seeking Accreditation Counsel for Business Schools and Programs (ACBSP) accreditation. Obtaining this prestigious accreditation will require incremental improvement in processes deployed by the School of Business and Management.

Moreover, we plan to keep the certification required to offer ACC-67

## **EVIDENCE**

### **Do you have assessment data or other evidence that relates to this goal?**

Although not quantifiable, this accreditation is generally accepted as symbolic of program excellence among schools of business and management. The accreditation process is arduous and robust.

## **RESOURCES**

### **Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

Yes

## Program Review Part 2

2021 - 2024

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### Curriculum

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**Are all your courses current (within four years)?**

No

**What percentage of your courses are out of date?**

10% or less

**If you have courses that are not current, are they in the curriculum process?**

N/A

**For out of date courses that are not already in progress of updating, what is your plan?**

Accounting 63 was deemed a fall back course in the event we could not offer Accounting 67 which is authorized and approved by an outside party agency (CTEC). Offering Accounting 63 provides flexibility.

**Do you have proposals in progress for all the DE courses you intend to file?**

No

**Do you require help to get your courses up to date?**

No

### Program Review Reflections

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**What would make program review meaningful and relevant for your unit?**

Having qualitative data in addition to quantitative data, would make program review more meaningful and relevant for our unit. It's challenging and quite difficult to address retention and success rates and equity gaps without knowing the "why". For example, students could drop due to textbook cost, internet issues, family/life constraints, etc.

**What questions do we need to ask to understand your program plans, goals, needs?**

Program plans and goals are straight forward.

**What types of data do you need to support your program plans, goals, needs?**

Qualitative data, surveys, and market labor data

**If there are any supporting documents you would like to attach, please attach them here.**



## Resource Requests

2021 - 2024

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**What resources do we already have?**

NONE

**What resources do you need?**

Membership to National Association fo Black Accountants (NABA)  
Annual Conference NABA

**Request related to EMP goal or Assessment?**

EMP Goal 6

**\$ Amount Requested**

2,500

**Resource Type**

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

**Potential Funding Source(s)**

Department Regular Funding,Equity

**The evidence to support this request can be found in:**

Program Review: Part 1

**This request for my area is Priority #:**

2

2021 - 2024

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**What resources do we already have?**

none

**What resources do you need?**

CTEC Renewal and travel to mandatory annual meeting in Sacramento

**Request related to EMP goal or Assessment?**

EMP Goal 6,EMP Goal 7

**\$ Amount Requested**

6,900

**Resource Type**

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

**Potential Funding Source(s)**

CTE: Strong Workforce Project (SWP),Department Regular Funding,General Fund

**The evidence to support this request can be found in:**

Program Review: Part 1

## Resource Requests

**This request for my area is Priority #:**

1

2021 - 2024

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**What resources do we already have?**

NONE

**What resources do you need?**

Travel + membership to Teachers of Accounting at Two-Year Colleges (TACTYC)

**Request related to EMP goal or Assessment?**

EMP Goal 6

**\$ Amount Requested**

2,600

**Resource Type**

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

**Potential Funding Source(s)**

CTE: Strong Workforce Project (SWP)

**The evidence to support this request can be found in:**

Program Review: Part 1

**This request for my area is Priority #:**

3

## Submission

2021 - 2024

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**All parts of my Program Review have been completed and it is ready for review**

Yes