

**NORCO COLLEGE
ANNUAL INSTRUCTIONAL PROGRAM REVIEW**

Discipline/Unit: ACCOUNTING

(If applicable) **Program or Certificate Business Administration with a
Concentration in Accounting**

Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit

Contact Person: Patty Worsham

Due: April 20, 2016

Please send an electronic copy in a word document to:

programreview@norcollege.edu



Form Last Revised: March 2016

Norco College

Web Resources: <http://www.rccd.edu/administration/educationalservices/ineffectiveness/Pages/ProgramReview.aspx>

Annual Instructional Program Review Update

Instructions

***Please retain this information for your discipline's/department's use (or forward to your chair).**

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted by April 20** or the first working day following the 20th in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

For Program Review data, please go to the following link:

<http://www.norcollege.edu/about/president/strategic-planning/programreview/Pages/index.aspx>

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.ramirez@norcollege.edu with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

Norco: VP Business Services 951-372-7157

Mission

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Vision

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

Strategic Plan: Goals and Objectives 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

Goal 2: Improve the Quality of Student Life

Objectives:

1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

Goal 3: Increase Student Access

Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

Goal 4: Create Effective Community Partnerships

Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiative.

Goal 5: Strengthen Student Learning

Objectives:

1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

Goal 6: Demonstrate Effective Planning Processes

Objectives:

1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

I. Norco College Annual Instructional Program Review Update

Unit: Accounting
Contact Person: Patty Worsham
Date: April 20, 2016

Trends and Relevant Data

1. **How does your unit support the mission of the College?** By providing career and technical educational classes that create a pathway for employment opportunities for our students. Our accounting students have several pathways they can take that will lead them to gainful employment.
 - a. They may decide to major in our new ADT- Business Administration, creating a pathway for them to transfer to a four-year university as an accounting major, thereby leading them to a career in accounting.
 - b. They may decide to start their own business in individual taxation. Completion of our ACC 67 course will allow them to apply and register with the State of California's California Tax Education Council to be a licensed income tax preparer.
 - c. Students may want to start their own small business in bookkeeping or otherwise. Completion of our Small Business Payroll Accounting, Small Business Accounting, and Registered and Small Business Income Tax Preparer locally approved certificates will help them achieve this goal.

2. **Have there been any changes in the status of your unit? (if not, please indicate with an "N/A")**
 - a. Has your unit shifted departments? *No changes*
 - b. Have any new certificates or complete programs been created by your unit? *No*
 - c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses. *No*

3. **List and discuss your retention and success rates as well as your efficiency. Please be aware that the data have been disaggregated for your analysis. Please list online, hybrid and face-to-face-data separately.**

Overall data shows a 5 point drop in Success from this year to last year.

Retention rates for all modalities remained consistent with face-to-face and hybrid showing the strongest retention rates. Online retention was consistent with past years however, I would like to see this number more closer to the 70% range. I'm not sure how to make this happen as I've tried

many strategies over the past four years (increased student contact, virtual lectures, online chat room study groups, etc). but none of that had a dramatic impact. I'm open to ideas on this and would be interested in learning how my fellow accounting faculty peers address this issue. Now, in the broader scheme of things retention did only drop 2.7 points. I think this is a negligible decrease. Nonetheless, if the decrease continues, some careful thought needs to be given to this. It has been my observation in my online classes that some students start out strong but tend to get behind, sometimes to the point where their performance is unrecoverable. This then will prompt them to drop the class. I think this tends to be the most common reason for students who drop accounting courses--- inability to keep up with the scheduled coursework because of the amount of weekly "deliverable" items due in the course.

Efficiency dipped Winter of 2015 but increased Winter 2016. This was, likely, due to the fact that only one (online) accounting course was offered in the Winter, whereas in the spring the aggregate of 17 or so sections of accounting pulled the efficiency number back up. The dip in efficiency in winter may also be due to the fact that for some, completing an accounting course in an accelerated format may be challenging. For some it's not and I believe we should continue to serve that population but for others, they may want to give more consideration into taking an online accelerated accounting course.

Success rates for all modalities remained consistent with face-to-face and hybrid. In a discipline meeting several years ago a nationwide statistic was presented on the pass rate (success rate), nationally for ACC 1A students. This number was 48%. For ACC 1B students the number was 82%. The ACC 1A number, while shocking, is understandable. Financial accounting is a complex topic and success in the course requires a lot of focus, dedication, and hard work. If a student falls behind it is very hard to get caught up.

What could be done to help improve our success rates?

1. Allocate funding to provide a Supplemental Instructor (SI) for our ACC 1A sections. This person (a current student at Norco College who was successful in ACC 1A) would hold weekly 2 x 1 hour sessions whereby they would reinforce the learning from that day's lecture. The role of the SI would be to supplement the lecture, not tutor.
2. It would also be helpful if funds could be allocated towards hiring three (3) or four (4) tutors (we currently only have one). This would allow a broader spectrum of time availability for students to attend tutoring sessions.

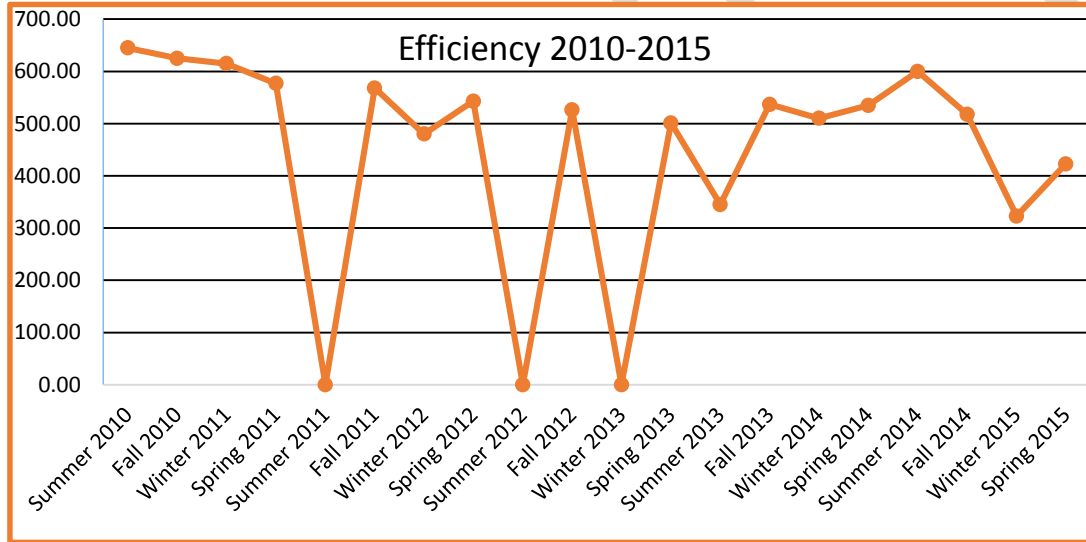
OVERALL	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total	58.6%	78.9%	57.7%	77.0%	57.1%	77.1%	65.2%	79.1%	59.6%	76.4%

Face-to-face	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention

Total	52.2%	68.2%	49.7%	70.8%	54.7%	77.2%	61.7%	77.2%	63.7%	83.2%
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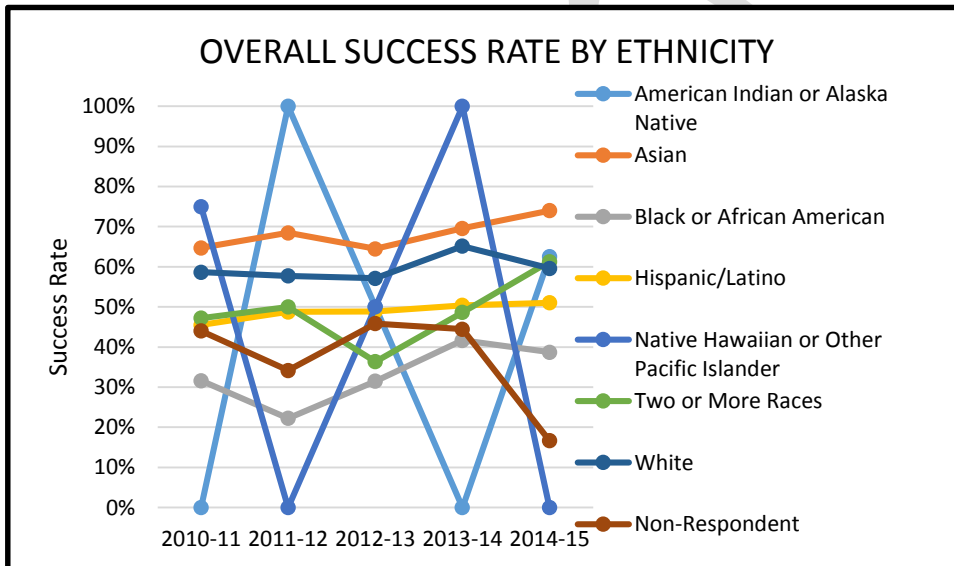
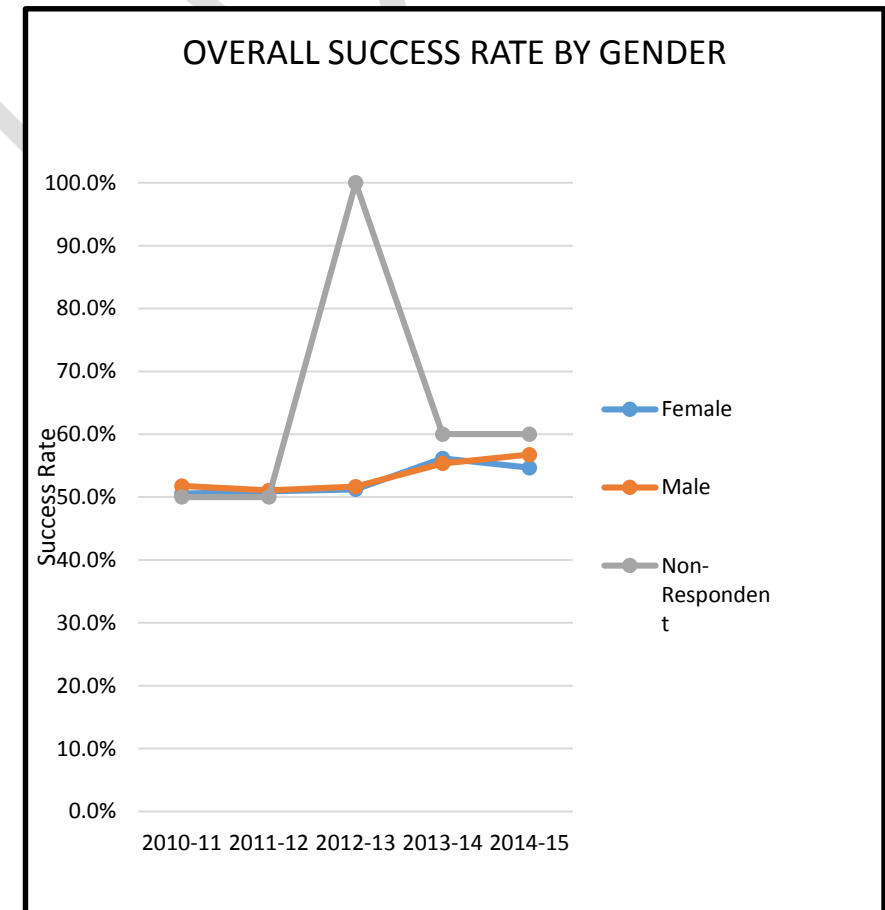
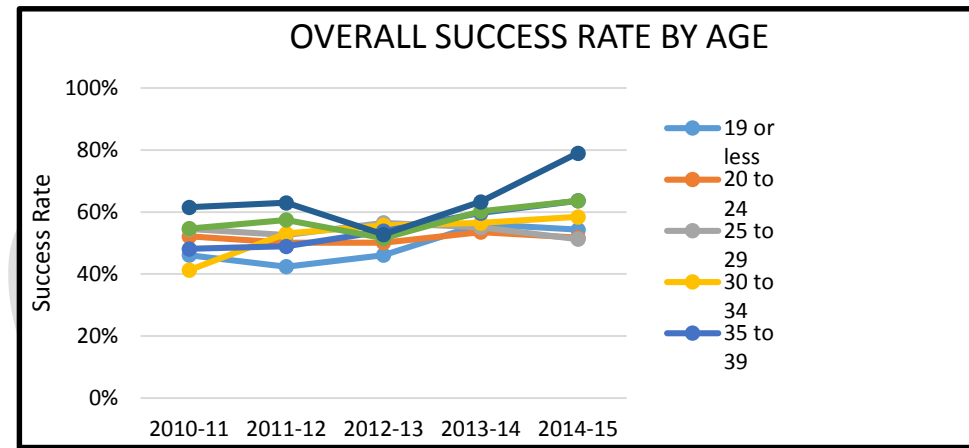
HYBRID	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total	68.0%	91.0%	73.5%	89.7%	63.2%	80.0%	60.0%	80.0%	59.1%	83.2%

ONLINE	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total	44.3%	76.3%	41.4%	64.1%	40.5%	64.3%	47.1%	64.3%	46.3%	63.9%



Term	Efficiency
Summer 2010	645.000
Fall 2010	624.923
Winter 2011	615.000
Spring 2011	576.936
Summer 2011	0.000

Fall 2011	568.077
Winter 2012	480.000
Spring 2012	542.864
Summer 2012	0.000
Fall 2012	526.462
Winter 2013	0.000
Spring 2013	501.173
Summer 2013	345.000
Fall 2013	536.783
Winter 2014	510.000
Spring 2014	534.867
Summer 2014	600.000
Fall 2014	517.777
Winter 2015	322.906
Spring 2015	422.763
Total	528.158

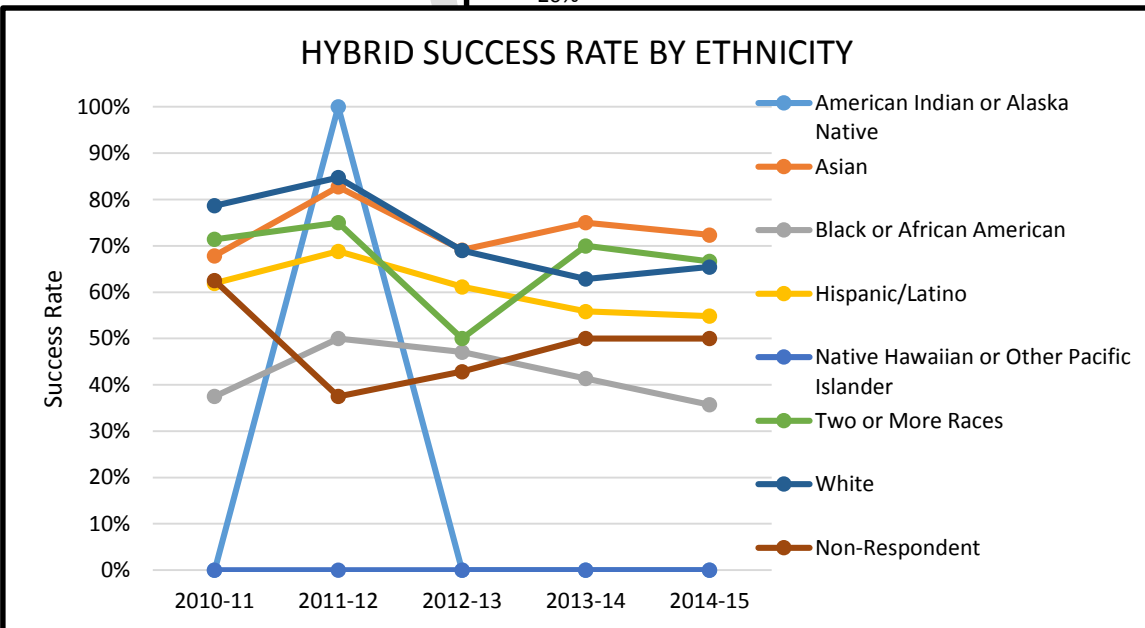
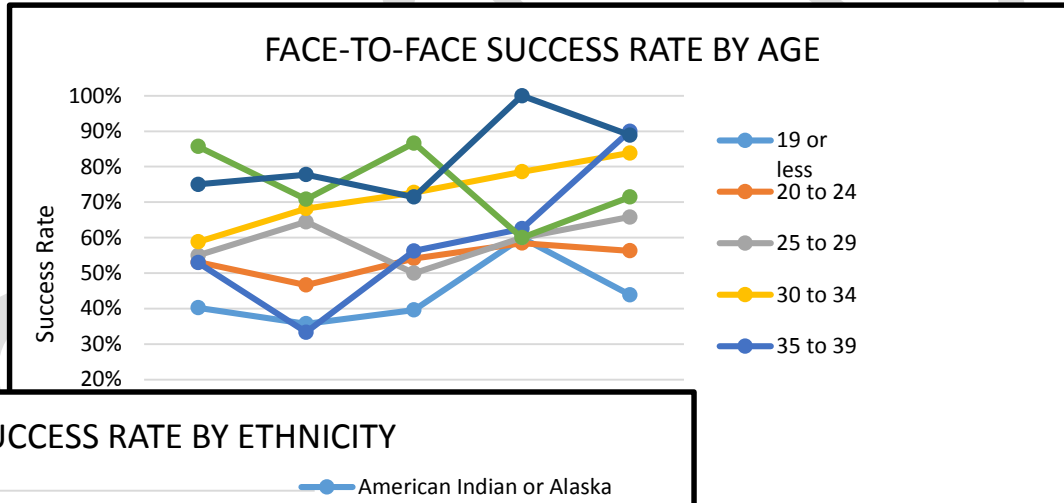
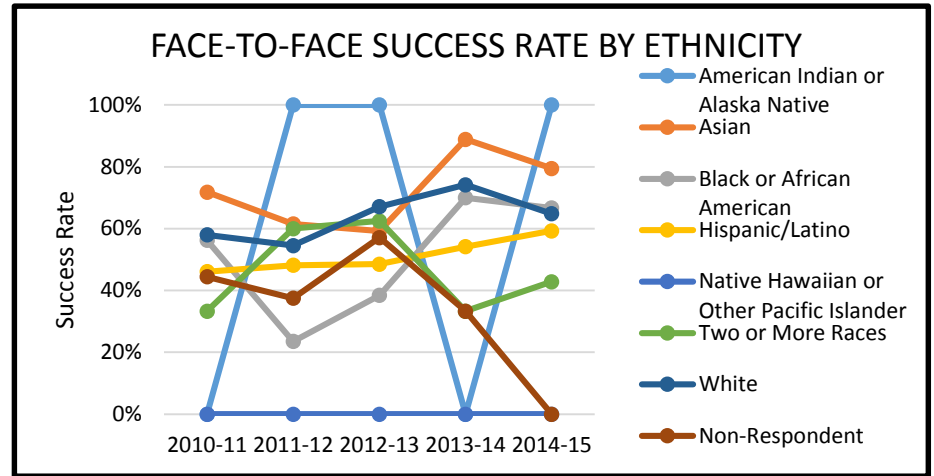
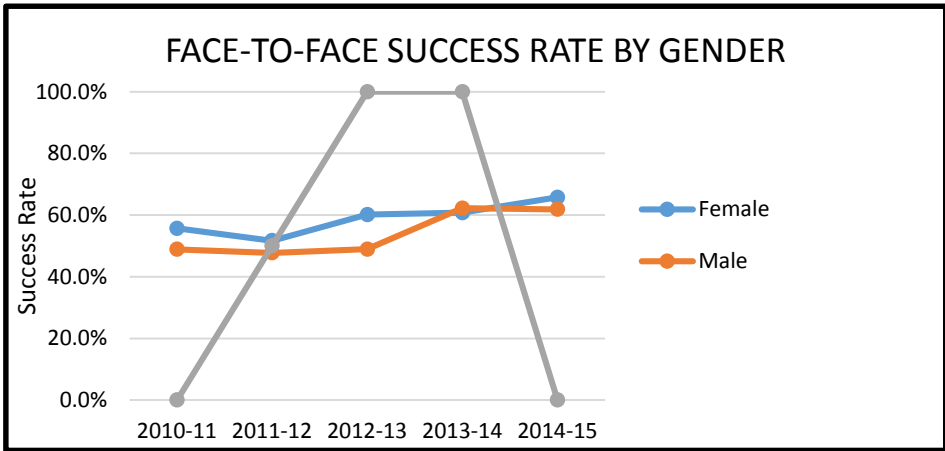


	OVERALL	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
	Total	51.0%	76.2%	51.0%	71.8%	51.6%	73.5%	55.8%	74.1%	55.5%	76.0%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	100.0%	100.0%	50.0%	50.0%	0.0%	0.0%	62.5%	75.0%
	Asian	64.7%	83.8%	68.5%	82.9%	64.5%	78.5%	69.6%	85.5%	74.0%	88.6%
	Black or African American	31.6%	73.5%	22.2%	67.9%	31.5%	61.6%	41.7%	72.2%	38.7%	69.4%
	Hispanic/Latino	45.5%	72.4%	48.8%	67.0%	48.9%	72.4%	50.4%	69.2%	51.0%	73.8%
	Native Hawaiian or Other Pacific Islander	75.0%	100.0%	0.0%	50.0%	50.0%	50.0%	100.0%	100.0%	0.0%	0.0%
	Two or More Races	47.2%	83.3%	50.0%	80.0%	36.4%	77.3%	48.6%	73.0%	61.3%	77.4%
	White	58.6%	78.9%	57.7%	77.0%	57.1%	77.1%	65.2%	79.1%	59.6%	76.4%
	Non-Respondent	44.0%	66.0%	34.1%	58.5%	45.8%	66.7%	44.4%	66.7%	16.7%	50.0%
AGE	19 or less	46.1%	74.4%	42.4%	69.4%	46.1%	70.6%	56.1%	77.3%	54.3%	81.9%
	20 to 24	52.1%	76.2%	50.1%	72.3%	50.1%	74.1%	53.5%	73.2%	51.7%	74.8%
	25 to 29	54.5%	81.5%	52.6%	72.1%	56.5%	79.7%	55.0%	72.8%	51.3%	69.0%
	30 to 34	41.3%	70.0%	53.1%	73.5%	55.7%	71.4%	56.5%	77.6%	58.4%	75.2%

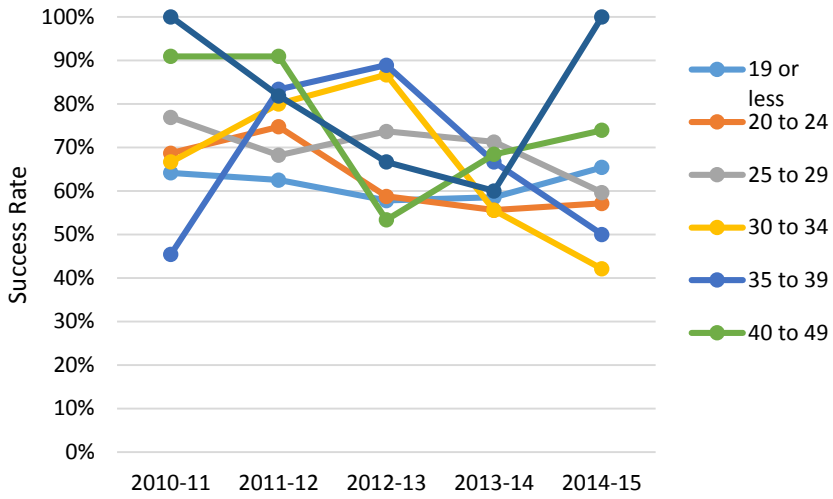
	35 to 39	48.1%	70.9%	48.9%	74.5%	53.8%	80.0%	59.6%	70.2%	63.6%	78.2%
	40 to 49	54.6%	79.4%	57.5%	66.7%	51.5%	63.6%	60.2%	73.1%	63.6%	83.0%
	50+	61.5%	74.4%	63.0%	75.9%	52.7%	65.5%	63.3%	77.6%	78.9%	84.2%
GENDER	Female	50.5%	75.2%	50.9%	69.5%	51.2%	73.5%	56.1%	74.0%	54.7%	73.7%
	Male	51.8%	77.6%	51.1%	74.7%	51.7%	73.3%	55.4%	74.1%	56.7%	78.9%
	Non-Respondent	50.0%	75.0%	50.0%	75.0%	100.0%	100.0%	60.0%	80.0%	60.0%	100.0%

	Face-to-face	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
	Total	52.2%	68.2%	49.7%	70.8%	54.7%	77.2%	61.7%	77.2%	63.7%	83.2%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%
	Asian	71.8%	76.9%	61.5%	74.4%	59.3%	74.1%	88.9%	94.4%	79.5%	92.3%
	Black or African	56.3%	75.0%	23.5%	70.6%	38.5%	53.8%	70.0%	90.0%	66.7%	75.0%

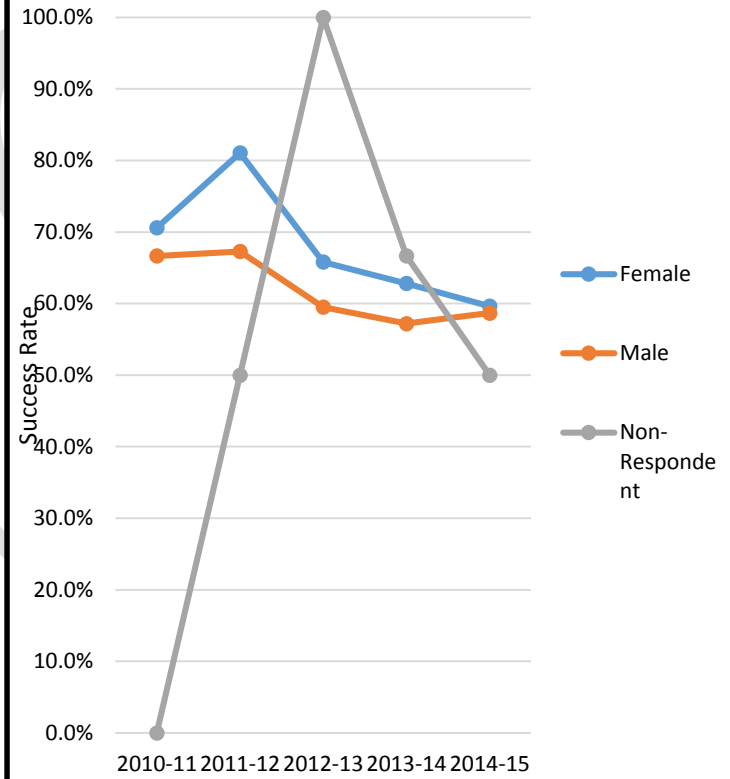
	American										
	Hispanic/Latino	46.1%	64.4%	48.1%	67.2%	48.6%	69.6%	54.2%	71.9%	59.3%	79.3%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Two or More Races	33.3%	77.8%	60.0%	80.0%	62.5%	87.5%	33.3%	66.7%	42.9%	85.7%
	White	58.0%	69.0%	54.5%	78.4%	67.1%	80.8%	74.2%	83.9%	64.8%	87.0%
	Non-Respondent	44.4%	72.2%	37.5%	62.5%	57.1%	64.3%	33.3%	66.7%	0.0%	100.0%
AGE	19 or less	40.2%	60.9%	35.7%	63.1%	39.6%	62.5%	60.0%	73.3%	43.9%	80.5%
	20 to 24	53.1%	68.2%	46.6%	69.9%	54.1%	72.6%	58.4%	76.6%	56.3%	78.6%
	25 to 29	55.0%	75.0%	64.4%	75.6%	50.0%	69.2%	60.0%	70.0%	65.8%	84.2%
	30 to 34	58.8%	70.6%	68.2%	81.8%	72.7%	81.8%	78.6%	85.7%	83.9%	90.3%
	35 to 39	52.9%	64.7%	33.3%	55.6%	56.3%	75.0%	62.5%	75.0%	90.0%	100.0%
	40 to 49	85.7%	92.9%	70.8%	83.3%	86.7%	86.7%	60.0%	90.0%	71.4%	85.7%
	50+	75.0%	75.0%	77.8%	88.9%	71.4%	78.6%	100.0%	100.0%	88.9%	88.9%
GENDER	Female	55.7%	68.6%	51.7%	69.7%	60.2%	75.2%	60.8%	77.2%	65.7%	83.2%
	Male	48.9%	67.6%	47.7%	71.6%	48.9%	68.8%	62.2%	76.8%	61.9%	83.1%
	Non-Respondent	0.0%	100.0%	50.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%



HYBRID SUCCESS RATE BY AGE



HYBRID SUCCESS RATE BY GENDER

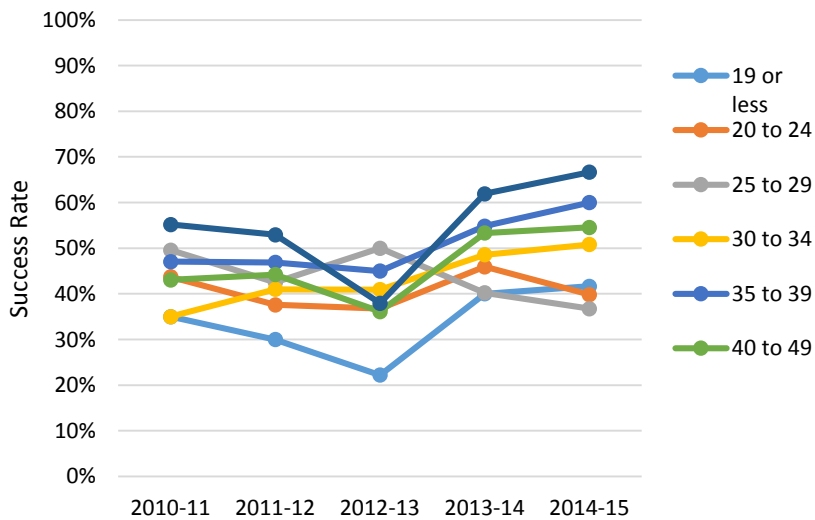


HYBRID	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total	68.8%	91.0%	73.5%	89.7%	63.2%	80.0%	60.0%	80.0%	59.1%	83.2%

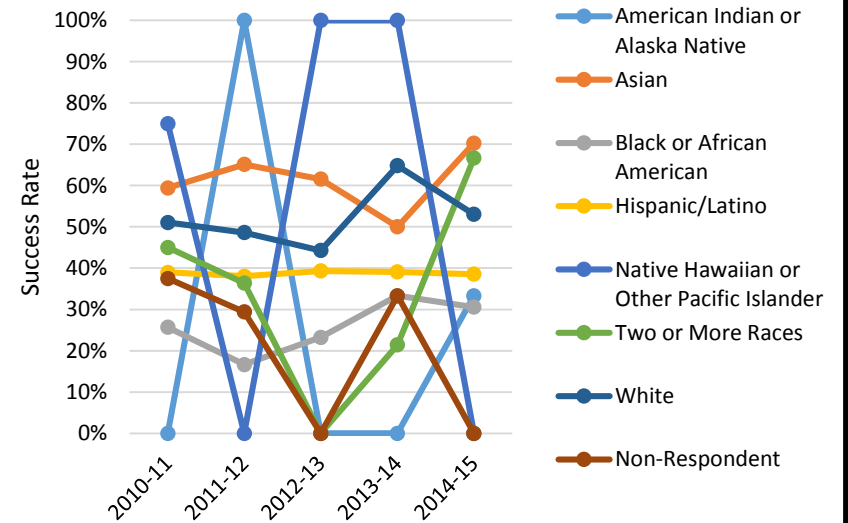
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Asian	67.9%	89.3%	82.8%	93.1%	69.1%	81.8%	75.0%	91.3%	72.3%	89.4%
	Black or African American	37.5%	87.5%	50.0%	100.0%	47.1%	64.7%	41.4%	72.4%	35.7%	78.6%
	Hispanic/Latino	61.9%	90.5%	68.8%	86.0%	61.2%	83.5%	55.8%	77.1%	54.8%	83.9%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Two or More Races	71.4%	85.7%	75.0%	100.0%	50.0%	83.3%	70.0%	85.0%	66.7%	77.8%
	White	78.7%	94.7%	84.7%	93.2%	69.0%	90.1%	62.9%	81.0%	65.4%	79.0%
	Non-Respondent	62.5%	75.0%	37.5%	75.0%	42.9%	71.4%	50.0%	66.7%	50.0%	100.0%
AGE	19 or less	64.2%	94.3%	62.5%	90.0%	57.8%	80.0%	58.5%	82.9%	65.4%	90.4%
	20 to 24	68.7%	91.6%	74.7%	90.9%	58.7%	83.2%	55.6%	77.1%	57.1%	82.4%
	25 to 29	76.9%	92.3%	68.2%	86.4%	73.7%	86.8%	71.2%	86.3%	59.6%	82.7%
	30 to 34	66.7%	66.7%	80.0%	86.7%	86.7%	100.0%	55.6%	83.3%	42.1%	68.4%
	35 to 39	45.5%	72.7%	83.3%	100.0%	88.9%	100.0%	66.7%	77.8%	50.0%	70.0%
	40 to 49	90.9%	90.9%	90.9%	90.9%	53.3%	73.3%	68.4%	78.9%	73.9%	91.3%
	50+	100.0%	100.0%	81.8%	81.8%	66.7%	66.7%	60.0%	76.0%	100.0%	100.0%

GENDER	Female	70.6%	89.2%	81.1%	90.5%	65.8%	85.2%	62.8%	80.2%	59.6%	81.9%
	Male	66.7%	93.1%	67.3%	88.8%	59.5%	81.0%	57.2%	80.0%	58.7%	84.4%
	Non-Respondent	0.0%	0.0%	50.0%	100.0%	100.0%	100.0%	66.7%	66.7%	50.0%	100.0%

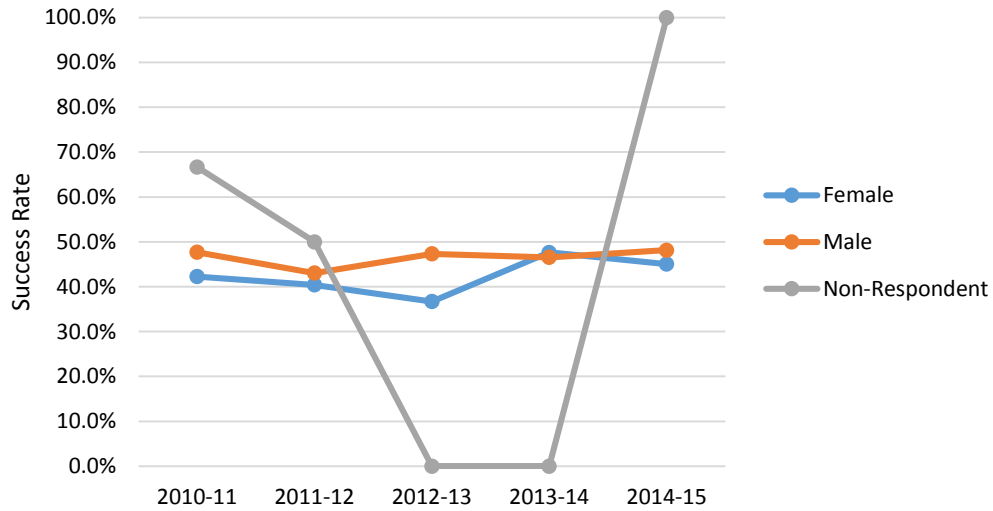
ONLINE SUCCESS RATE BY AGE



ONLINE SUCCESS RATE BY ETHNICITY



ONLINE SUCCESS RATE BY GENDER



ONLINE	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention

	Total	44.3%	76.3%	41.4%	64.1%	40.5%	64.3%	47.1%	64.3%	46.3%	63.9%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	33.3%	33.3%
	Asian	59.4%	85.5%	65.1%	83.7%	61.5%	76.9%	50.0%	70.0%	70.3%	83.8%
	Black or African American	25.7%	71.6%	16.7%	61.1%	23.3%	62.8%	33.3%	66.7%	30.6%	63.9%
	Hispanic/Latino	39.0%	74.0%	38.0%	55.8%	39.3%	66.0%	39.1%	54.3%	38.6%	56.2%
	Native Hawaiian or Other Pacific Islander	75.0%	100.0%	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
	Two or More Races	45.0%	85.0%	36.4%	72.7%	0.0%	62.5%	21.4%	57.1%	66.7%	73.3%
	White	51.1%	77.9%	48.6%	69.4%	44.3%	67.2%	64.8%	75.9%	53.0%	69.6%
	Non-Respondent	37.5%	58.3%	29.4%	47.1%	0.0%	66.7%	33.3%	66.7%	0.0%	0.0%
AGE	19 or less	35.0%	77.5%	30.0%	55.0%	22.2%	66.7%	40.0%	60.0%	41.7%	50.0%
	20 to 24	43.7%	77.0%	37.6%	62.4%	36.8%	66.2%	45.9%	63.1%	39.8%	60.2%
	25 to 29	49.6%	81.3%	42.5%	66.7%	50.0%	79.7%	40.2%	62.1%	36.8%	50.0%
	30 to 34	35.0%	70.0%	41.0%	67.2%	40.9%	59.1%	48.6%	68.6%	50.8%	69.8%
	35 to 39	47.1%	72.5%	46.9%	75.0%	45.0%	77.5%	54.8%	64.5%	60.0%	74.3%
	40 to 49	43.1%	75.0%	44.2%	53.8%	36.1%	50.0%	53.3%	64.4%	54.5%	77.3%

	50+	55.2%	72.4%	52.9%	70.6%	37.9%	58.6%	61.9%	76.2%	66.7%	77.8%
GENDER	Female	42.3%	74.6%	40.4%	62.4%	36.7%	65.0%	47.6%	66.5%	45.1%	62.8%
	Male	47.7%	79.8%	43.1%	68.1%	47.3%	71.0%	46.6%	59.5%	48.1%	65.7%
	Non-Respondent	66.7%	66.7%	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%

What are the changes or significant trends in the data, including differences among gender, age and ethnicity? To what do you attribute these changes?

Overall there seems to be improvement among gender, age, and ethnicity.

With regard to gender, success among the male population has remained relatively static. Success among women has improved but I can't speculate as to why this may be. Could be something statistically- I don't know.

With regard to success by age, 2012-2013 was a year of "lows" and I suspect this had something to do with our economy. Since then, in every age subset, success has increased with the notable *exception* of the 20-24 age group. I find this very interesting and intriguing. It would be unfair of me to speculate based on my perceptions and observations as why this is but it may lend itself to a larger discussion, particularly if other disciplines are seeing the same trend.

Success rate by ethnicity was bit "all over the map." The data revealed the following:

1. White- success is on the decline
2. Asian- success increased significantly

3. Black or African American- slight decrease
4. Hispanic- static
5. Native Hawaiian or other Pacific Islander- dramatic decrease
6. Two or more races- steep increase
7. Non-respondent- on the decline

I'm not sure how to interpret this data largely because I don't know the population among each of the classifications. Are we talking about one student or 100 students?

What can be inferred from this data is that all ethnic and racial populations require attention. For those populations of students that are struggling (decreases in success rates) perhaps we can brainstorm on some strategic ways of reaching out to them to assist them. I think caution needs to be exercised so that focus on one subset isn't done so to the detriment of another subset.

4. List the resources that you received in the last year as a result of program review. How did the resources impact student learning? If you requested resources and did not receive them, how did it impact your unit? No resources received.

5. What annual goals does your unit have for 2016-2017 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the [Strategic Plan/Educational Master Plan](#)?

List the goals of your unit for 2016-2017	Define activity(s) linked to the goal	Briefly explain the relationship of goal to mission and Strategic Plan/Educational Master Plan (see above)	Indicate if goal is limited to Distance Education
To continue to revise and improve our accounting certificate patterns.	Monitor course completion rates and continuously strive for improvement in serving the students of our community.	Goal 4, #2... 40%- 40%- 20% distribution (transfer-career/technical-personal enrichment)	No DE limitations.
To expand pathways with the	Monitor articulation pathways.	Goal 1, #3.. increase the	No DE limitations.

local high schools via ACC 55 or ACC 65.		percentage of students who declare degree/and/or transfer as their educational goa.	
As a result of meeting with our industry advisory leaders we are working to develop small business accounting curriculum that could be offered to small business and entrepreneurship start-ups. These would be not-for-credit courses and would offered as one-day courses through our Community Education department	Develop some “boot camp”curriculum with industry partners to ensure that we are building 1-3 hour courses that will meet the needs of our local community.	Goal 4,Objective # 1, 2,6,7	No DE limitations.

**Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for “other needs.”*

Norco College Annual Instructional Program Review Update

Unit: Accounting
 Contact Person: Patty Worsham
 Date: April 20, 2016

Current Human Resource Status

6. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate rows. Please list classified staff who are full and part time separately:

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)
Accounting	0*	6

*1 Full-time Business Administration faculty member teaches full-time for accounting; however Accounting itself does not have a full-time dedicated faculty member.

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
IDS	1	0

7. Staff Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)¹

<p align="center">List Staff Positions Needed for Academic Year 2016-2017 Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.</p>	<p align="center">Indicate (N) = New or (R) = Replacement</p>	<p align="center">Number of years requested</p>	<p align="center">Annual TCP*</p>
<p>1. Employment Placement Coordinator 2. <u>Justification:</u> Our current Employment Placement Coordinator has been categorically funded by a variety of grants for 4 years. New guidance from the CCCCCO will not permit the college to fund this position any longer from Federal Carl D. Perkins funds. All existing funding is going away. The college must provide resources to make progress on our Strategic Goal 4.2 (Increase the number of industry partners who participate in industry advisory council activities) and Strategic Goal 4.4 (Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry). All students can benefit from relevant work experience and connections to their future industry/career. Without fiscal support, the college will have no one dedicated to these strategic goals after July 1, 2016.</p> <p><u>Justification:</u></p>	<p>R</p>	<p>1</p>	<p>\$84,547</p>
<p>2. <u>Justification:</u></p>			
<p>3. <u>Justification:</u></p>			

* TCP = “**Total Cost of Position**” for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for “New” Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

Requests for staff and administrators will be sent to the [Business and Facilities Planning Council](#). Requests for faculty will be sent to the [Academic Planning Council](#).

4. <u>Justification:</u>			
5. <u>Justification:</u>			
6. <u>Justification:</u>			

* TCP = “**Total Cost of Position**” for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for “New” Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

Requests for staff and administrators will be sent to the [Business and Facilities Planning Council](#). Requests for faculty will be sent to the [Academic Planning Council](#).

Unit Name: Accounting

8. Equipment (including technology) Not Covered by Current Budget²

List Equipment or Equipment Repair Needed for Academic Year 2016-2017 Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*				EMP GOALS
		Number of years requested	Cost per item	Number Requested	Total Cost of Request	
1. Desktop computer. 2. <u>Justification:</u> The computer I have is 10 (?) years old. It’s slow and inefficient. I would like to replace it with a new Apple desktop computer. The total cost noted here includes hardware and software.	N	1	\$3000	1	\$3000	Goal 7

² If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

2.Request to have a permanent line item increase to support office supplies needed for the department <u>Justification:</u>	I	\$1000	1	\$1000	Goal 7	NA
3. Office Printer Ink Cartridge <u>Justification:</u> The color printer I have in my office is used to print color certificates, each semester, for the CTEC (ACC 67)students. A new set of cartridges is needed each year.	I	\$465	1	\$465	Goal 7	NA
4. <u>Justification:</u>						
5. <u>Justification:</u>						
6. <u>Justification:</u>						

* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).

Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

** These requests are sent to the [Business and Facilities Planning Council](#).

9. Professional or Organizational Development Needs Not Covered by Current Budget*³

<p>List Professional Development Needs for Academic Year 2016-2017. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p>1. CTEC Annual Provider Task Force Meeting (mandatory attendance) <u>Reason:</u> In order to stay in compliance with our designated college CTEC certification I am required to attend an annual meeting each year in Sacramento. Failure to attend will result in the loss of our approval status.</p>	\$1000	1	\$1000	Goal 1, 5,7
<p>2. TACTYC Conference (mandatory attendance) <u>Reason:</u> This is a national conference of 2-year college educators in accounting that supports the pedagogy of our CTEC designation. This is a 2 day conference- 2015 location has not been announced.</p>	\$2500	1	\$2500	Goal 1,5,7
<p>3. <u>Justification:</u></p>				
<p>4. <u>Justification:</u></p>				
<p>5. <u>Justification:</u></p>				
<p>6. <u>Justification:</u></p>				

*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

** These requests are sent to the [Professional Development Committee](#) for review.

³ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

10. Student Support Services, Library, and Learning Resource Center (see definition below*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college⁴

<p align="center">List Student Support Services Needs for Academic Year 2016-2017</p> <p align="center">Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Please state if the request impacts Distance Education.</p>	<p align="center">EMP GOALS</p>
<p>1. Tutoring for Accounting Reason: Funds are needed to hire tutors for accounting. Ideally we need 3-4 student tutors for accounting each semester.</p>	<p align="center">Goal 4 & 5</p>
<p>2. <u>Justification:</u></p>	
<p>3. <u>Justification:</u></p>	
<p>4. <u>Justification:</u></p>	
<p>5. <u>Justification:</u></p>	
<p>6. <u>Justification:</u></p>	

*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

⁴ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

** These requests are sent to the [Student Services Planning Council](#) and the [Library Advisory Committee](#).

Unit Name: Accounting

11. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget⁵

**** For immediate hazards, contact your supervisor ****

<p>List Other Needs that do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p>1. None <u>Justification:</u></p>				
<p>2. <u>Justification:</u></p>				
<p>3. <u>Justification:</u></p>				
<p>4. <u>Justification:</u></p>				
<p>5. <u>Justification:</u></p>				
<p>6. <u>Justification:</u></p>				

These requests are sent to the [Business and Facilities Planning Council](#), but are not ranked. They are further reviewed as funding becomes available.

⁵ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

Rubric for Annual Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Retention, success, and efficiency rates have been identified and reflected upon.	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
2. Previous recourse requests stated and impact discussed.	No resource requests discussed	Limited discussion of resource requests or limited attempt to link to student learning.	Resources discussed and clear attempt to identify student impact	Resources discussed and substantial attempt to identify student impact OR No resources were requested.
3. There are annual goals for refining and improving program practices.	No annual goals stated	Limited/generic statement made regarding goal(s), lacks clarity or details	Clear statement made regarding goal(s), includes details	Well-defined statement made regarding goal(s), includes details, reasoning
4. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data.	No attempt made to identify activities	Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical)	Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical)	Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical)
5. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.	No link between the annual goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
6. Resource requests have reasons identified and completed data fields, including estimated dollar amount.	No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field	Limited/generic/basic reasons provided, data fields completed	Clear requests for resources, all data fields fully completed	Well defined reasons for resources, all data fields fully completed
7. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests.	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Strong connection made between resource requests and EMP/SPG
Column scores				

Additional comments:

II. Norco College - Annual Assessment Update

USE ASSESSMENT DATA FROM fall 2014-spr 15

Purpose –An annual review provides an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming years. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcollege.edu, or Greg Aycock at greg.aycock@norcollege.edu, or talk to your NAC representative.

1. Identify where you are in the cycle of SLO assessment for each course you assessed in fall 2014 - spring 2015. Each response will be individualized; this means each completed column might look a little different. You may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment and you haven't yet completed any follow-up or improvement activities. (Add rows to the chart as needed.)

Course number	SLO Initial Assessments Indicate which specific SLOs were assessed in the identified course	Semester assessed	Entered into TracDat fields Yes or No	SLOs with Changes Made to course Identify which SLOs for had Changes Made identified, & simple reasoning	Plan for completing identified Changes Identify semester & basic plan of action	SLOs not needing Changes (assumed loop-closed) Provide clear reasoning as to why loop closed	SLOs involved in Loop-Closing assessment Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed
ACC 67	SLO ASSESSMENT - SLO #1 Prepare federal and state income tax	Spring 2015	Yes	Based on assessment data, assignments and lectures were revised to address gaps in the	Assess all SLOs for ACC 67 in Spring 2017 (in accordance with the departmental		

	returns for individuals, sole proprietorships, and other business entities.			comprehension of tax accounting topics/objectives that relate to the course SLOs. For example, in the ACC 67 course for the 2013-1014 academic year, not only was there an improvement over the previous year's scores, it was the first time the students met or exceeded the performance target on all post-test questions.	SLO rotational schedule).		
ACC 1A	SLO #2, Recognize the role of ethics in accounting	Fall 2014	Yes	Based on assessment data, assignments and lectures were revised to address gaps in the awareness of ethics in financial accounting topics/objectives that relate to the course SLOs. For example, while ethics is addressed topically in a chapter, the data indicated that a more robust discussion was needed. As a result, ACC 1A students are now tasked with finding and presenting an ethical breach to the class- they find these current event via the internet/news-stories.	Assess SLO3 for ACC 1A in Fall 2016 (in accordance with the departmental SLO rotational schedule).		

2. a) How many Program Level Outcome **initial** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

To provide you with supportive information for this section, the following GE and AOE assessments were conducted in 2014-15:
 Initial assessment for GE PLO Information Competency and Technology Literacy
 Closing Loop for GE PLO Self Development and Global Awareness
 A Closing the Loop Assessment for AOE in Humanity, Philosophy and The Arts
 A Closing the Loop Assessment for AOE in Social and Behavioral Sciences

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
0	1	0	1

- b) How many Program Level Outcome **loop-closing** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
0	1	0	1

3. Please describe any **Changes** you made in a course or a program in response to an assessment. Reflect on the impact you determine the changes may have had on student learning, student engagement, and/or your teaching. (Add rows as needed)

Course	Changes Made	Impact of changes on student learning, engagement, and/or teaching
	Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs. Type in "other" approach taken	

Choose an item.

Choose an item.

Choose an item.

Choose an item.

4. Identify any assessments that indicate a modification should be made to the Course Outlines of Record (COR), the Student Learning Outcomes (SLO), or Program Level Outcomes. State the modification.

Identify COR, SLO or PLO to modify	State Suggested Modification	Reasoning
------------------------------------	------------------------------	-----------

None needed

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future? (For a more complete answer, please include any meeting dates, agenda, and/or minutes, emails between faculty members, conversations captured in college, department, or discipline meetings – include these data as an Appendix at the end of this document)

Broad discussions regarding our programs have been held during our department meeting (meeting minutes reflect this), however a more specific discussion should be held at our May department meeting.

6. Did any of your assessments indicate that your discipline or program would benefit from specific resources in order to support student learning, and/or faculty development? If so, please explain.

Resources	Assessment	Reasoning
State the resources identified to support student learning and/or faculty development	Name the assessment(s) that indicated resources are needed Identify course, SLO & semester	Briefly explain what you learned in the assessment that indicates the resource might be beneficial

Nothing identified.

7. What additional support, training, etc. do you need in the coming year regarding assessment?
The same type of continued support is requested.

2016

Scoring Rubric for Annual Program Review of Assessment (Part II only)

Assessment Unit Name: _____ Average score _____

	0	1	2	3	Comments
Initial SLO assessments	No evidence provided 0	Limited evidence of on-going SLO assessment (1 incomplete assessment – Plan but no results) 1	Clear evidence of on-going SLO assessment (1 complete assessment) 2	Clear and robust evidence of on-going SLO assessment (2 or more complete assessments) 3	
Loop Closing Assessments	No evidence provided 0	Limited evidence of Loop-closing assessment (Course identified as “loop-closed”, but no Change Plan identified, or reasoning provided) 1	Clear evidence of loop-closing (At least 1 Change Made plan in place, or clear reasoning of “loop closed” for at least 1 initial assessment) 2	Clear and robust evidence of loop-closing (Multiple Change Made Plans in place, or very clear justification for “loop closed” for multiple initial assessments) 3	
Assessment input into TracDAT	No assessments in TracDat format or Repository 0	Assessment completed are in word/pdf in Document Repository 1	Assessments identified have Assessment Plan, but not all have Results 2	All identified assessments have a complete report (Plan and Results) in TracDat data field) 3	
Attempts to improve student learning	No indication of any changes made to any courses, and no clarification provided 0	No attempts to change any courses, teaching approaches, and no clarification or reasoning as to why not 1	Evidence of an attempt to implement a change in a course or teaching approach provided, or simple clarifying statement regarding why no specific improvement is needed 2	Multiple attempts made to implement changes to courses or teaching approaches, or clear and supported clarification why no improvement is needed 3	
Dialogue across the discipline	No dialogue or attempt to communicate results 0	Limited demonstration of dialogue or communication within the discipline, department, college 1	Clear demonstration of dialogue and sharing of assessment within discipline, department, or college 2	Robust and systematic dialogue and communication demonstrated within discipline, department, or college 3	
Participation in PLO assessment (bonus points averaged into total score)		Engagement in at least 1 initial PLO assessment and/or Engagement in at least 1 PLO closing-the-loop assessment fall ‘14-spr ‘15 1			
Total for Each Column					