**Wayne Community College**
**Program Review and Outcome Assessments, 2020-21**
**(Previous Program Review Cycle, 2017-18)**


**Name of Program:**  Accounting and Finance


**Section 1: Program Overview**

**Mission/Purpose:**  *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

**Please provide your current mission/purpose statement**.

The mission of the Business and Accounting Department is to educate students in business decision making skills and accounting procedures that will meet the employment needs of the communities it serves.


**Provide narrative for the analysis of the mission/purpose statement.**  *(Are you planning to revise your mission/purpose statement?  If so, please provide your revised mission/purpose statement and reason for the change.)*

The Accounting and Finance faculty proposed that the mission statement for the department be revised to reflect the recently added Risk Management and Insurance Degree.  The revised mission statement for the Business and Accounting Department is as follows:

The mission of the Business and Accounting Department is to educate students in business decision-making skills, risk management and accounting procedures that will meet the employment needs of the communities it serves.


**Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best aligns with your program and explain why.**
>    **Goal 1:  Increase Student Access**
>    **Goal 2:  Ensure Program Excellence**
>    **Goal 3:  Improve Student Success**
>    **Goal 4:  Ensure Institutional Quality**

Goal 1:  The Accounting and Finance Program ensures student access by offering certificate, diploma and degree programs in a variety of formats.  The first semester courses are offered as traditional daytime, hybrid evening and online courses.  This variety of program offerings accommodates students with a variety of schedules and learning styles. The variety of formats allows students to schedule courses in a manner that best suits their work and life schedules.


Goal 2: The Accounting and Finance Program strives to ensure program excellence.  The faculty of the program continuously review program retention and student success in the program courses in an effort to determine what worked well in the course any necessary improvements.  Other efforts to ensure program excellence include professional development and building relationships with industry partners to ensure the program reflects current industry needs and trends.

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Goal 3: In addition to reviewing student success in the program courses, the faculty of the Accounting and Finance Program have incorporated various techniques and updates to courses in an effort to improve student success rates. The faculty updates courses in a manner to improve course rigor and maintain the standards set by the industry in which students seek employment.
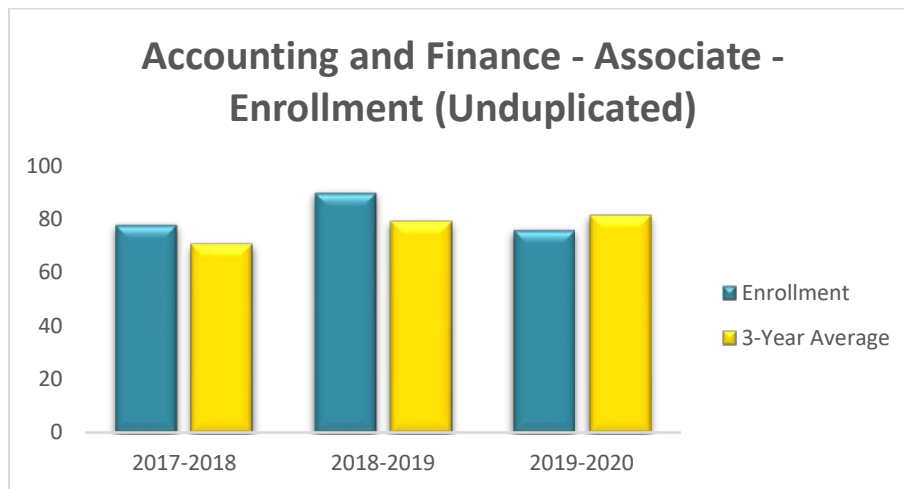
Goal 4: By achieving the previously mentioned goals toward student access, program excellence and student success; we are contributing to the goals related to institutional quality.

**Associates, Diplomas, Certificates, and Pathways Offered:** Utilizing the table below, list all associates, diplomas, certificates, and pathways offered.

| Program Type (Associate, Diploma, Certificate, or Pathway) | Program Title |
| --- | --- |
| Associates in Applied Science | Accounting and Finance (A25800AF) |
| Diploma in Applied Science | Accounting and Finance (D25800) |
| Certificate in Applied Science | Accounting and Finance/Bookkeeping (C25800) |

**Program Enrollment (Academic Year - Fall, Spring, Summer) – for each degree level (Associate, Diploma, Certificate, and Pathway)**

| Program Enrollment (Associate) *(unduplicated)* | | |
| --- | --- | --- |
| Academic Year (Fall, Spring, Summer) | Enrollment | 3-Year Average |
| 2017-2018 | 78 | 71 |
| 2018-2019 | 90 | 79 |
| 2019-2020 | 76 | 81 |



Accounting and Finance - Associate - Enrollment (Unduplicated)

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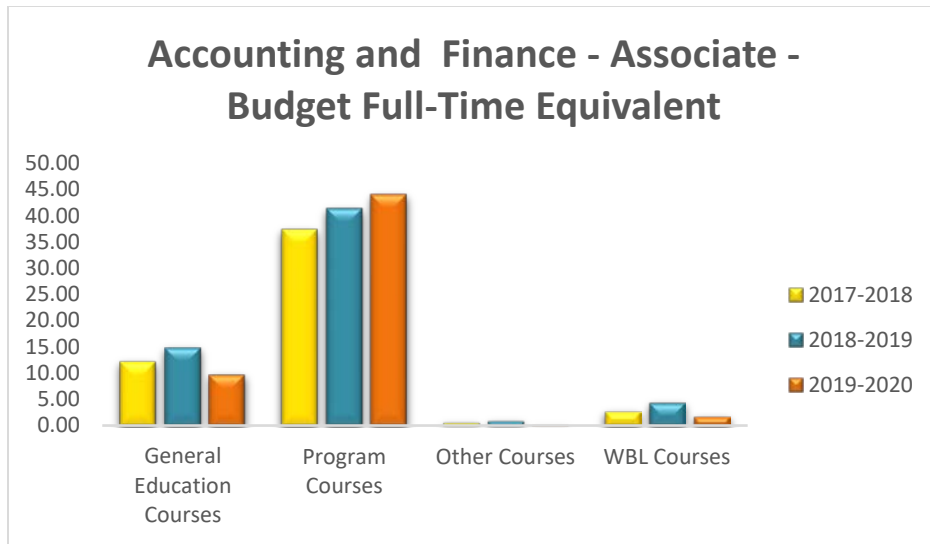| Program Enrollment (Certificate) *(unduplicated)* | | |
|---|---|---|
| **Academic Year (Fall, Spring, Summer)** | **Enrollment** | **3-Year Average** |
| 2017-2018 | 1 | 2 |
| 2018-2019 | 2 | 2 |
| 2019-2020 | 4 | 2 |
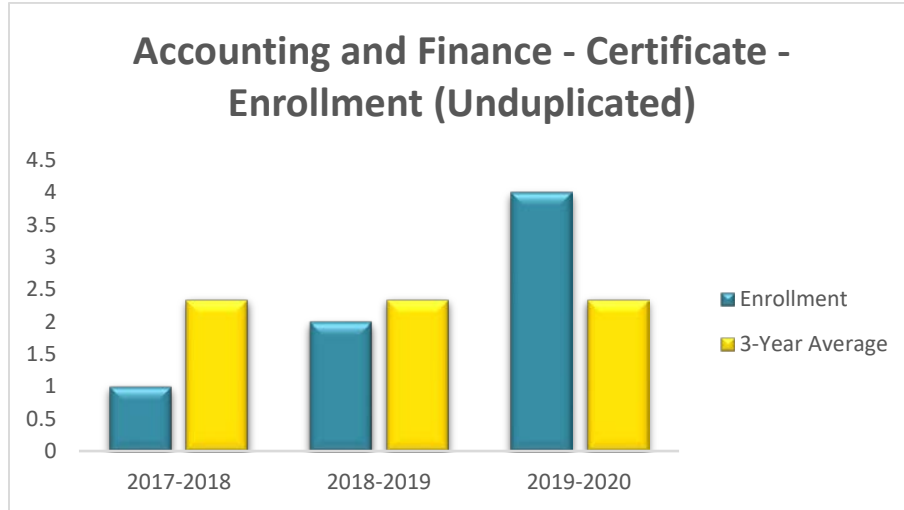


**Provide narrative for analysis of program enrollment.** *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any plans to improve or increase program enrollment.)*

Enrollment for the Accounting and Finance Program has remained consistent relative to the 3-year average. The 2018-2019 academic year saw a drastic increase in program enrollment, however, 2017-2018 and 2019-2020, saw enrollment numbers returning to the consistency of previous years. We attribute this increase and overall consistency to several factors to include: active recruitment, proactive retention, focused advising, and online accessibility for the entire program offering. We feel these extensive efforts are indicative of our enrollment remaining consistent with the 3-year average in light of a tremendous shift in recruitment, advising and teaching processes due to the Covid-19 pandemic.

**Program Budget Full-Time Equivalent (BFTF) (Academic Year - Fall, Spring, Summer)** – *(highest level only)*

| Budget Full-Time Equivalent (BFTF) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Academic Year (Fall, Spring, Summer)** | **General Education Courses** | **Program Courses** | **Other Courses** | **WBL Courses** | **Skills Laboratory** | **Corrections** | **Total** |
| 2017-2018 | 12.31 | 37.41 | 0.66 | 2.81 | 0.86 | 0.00 | 54.05 |
| 2018-2019 | 14.97 | 41.35 | 0.97 | 4.47 | 0.32 | 0.00 | 62.08 |
| 2019-2020 | 9.84 | 44.03 | 0.19 | 1.81 | 0.00 | 0.00 | 55.87 |
| **Total** | 37.12 | 122.79 | 1.82 | 9.09 | 1.18 | 0.00 | 172.00 |

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**Accounting and Finance - Associate - Budget Full-Time Equivalent**

_(bar chart showing Budget Full-Time Equivalent for General Education Courses, Program Courses, Other Courses, and WBL Courses, comparing 2017-2018, 2018-2019, and 2019-2020)_

**Analysis of program budget full-time equivalent (BFTF)** _(What is the program budget FTE data indicating? Is the program budget FTE increasing or decreasing? What are possible reasons for increase/decrease? Describe any plans to increase program budget FTE.)_

The FTE for the Accounting and Finance Program increased in a consistent manner over the three-year review period. The faculty feel the increase is due to increases in enrollment and current students converting from a part time course load to a full time course load. Many families are seeing more value in a two-year, affordable program, than taking on debt. Students can affordably earn a degree and walk away with no debt. Additionally, our program has made great strides to reduce the cost of books.

**Activities to ensure program is current (2017-18; 2018-19; 2019-20 – Academic Year, Fall, Spring, Summer)**
List program curriculum changes, revisions, and/or deletions.

| Course Title | Date – Updated / Revised / Deleted |
|---|---|
| Accounting Program (A25100) | Deleted Fall 2018 |
| Accounting and Finance Program (A25800AF) | Added Fall 2018 |
| Accounting/Bookkeeping Certificate (C25800) | Added Fall 2018 |
| Accounting/Bookkeeping Certificate Pathway (C25800X) | Added Fall 2018 |
| Accounting and Finance Diploma (C25800) | Added Fall 2019 |

**Provide an overview of the significance of the program changes and improvements that occurred over the past three years.** _(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)_

The changes made to the Accounting and Finance program during the review period are reflected in the table above. The changes made in reference to the degree program were a result of the Accounting Realignment Project conducted by the NC Community College Systems office in the 2016-2017 academic year to take affect beginning in the Fall 2017 semester. The Accounting Diploma was added at the recommendation of the advisory committee to ensure students are work place ready at this point of the degree program.

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**Advisory Committee: dates, summary of minutes, activities (2017-18; 2018-19; 2019-20 – Academic Year – Fall, Spring, Summer)**

**Summary of Advisory Committee Activities**

| Year | Meeting Dates | Recommendations / Activities |
|------|---------------|------------------------------|
| 2017-2018 | 10/24/2017; 3/29/2018 | Incorporating additional soft skills in courses not already being implemented by the faculty<br>Incorporating guidance to students on the ability to network with potential employers.<br>Adding the insurance program as a full degree |
| 2018-2019 | 10/23/2018; 3/28/2019 | Educating students on appropriate social media<br>Resume suggestions: what to include, proofreading, etc.<br>Encourage networking and relationship building |
| 2019-2020 | 10/22/2019 | Increase in open education resources used in courses<br>Real world scenarios implemented in leadership course<br>Implementing group and team work in courses<br>Additional of BUS 240 course to Bus Admin Certificate<br>Incorporate industry guest speakers in classes<br>Due to Covid-19 Spring 2020 meeting was cancelled. |

*(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)*

**Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance.** *(Based on advisory committee suggestions, environmental scans, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the community? What resources might your program need?*

The Accounting faculty have identified multiple trends as a result of professional development opportunities taken by the faculty as well as collaborative meetings with local industry partners and the members of the advisory committee.

- Soft skills continue to be one of the highest demanded skill sets.
- Graduates need to be flexible and adaptive in their everyday work environment
- Graduates should be able to collaborate in multiple modalities such as Zoom, Google Meet, and Microsoft Teams
- Graduates should have knowledge of accounting software, such as QuickBooks
- Graduates should have basic computer skills as well as the ability to learn new software and troubleshooting problem areas.
- Need to be autonomous and able to maintain professionalism across a multi-setting environment.
- Focus on being customer-centric in a growing competitive environment.

**Labor Market Data**

**Provide narrative for analysis of Labor Market Data.** *(Review Labor Market Data provided in the audit data reports and provide an assessment of the data.)*

Job posting data was provided for the limited timeframe of August 2019 – December 2020; this information was prepared by Emsi. "Emsi data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics." Emsi reports that 20.9% of jobs posted in

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Wayne County were in the Accounting, Tax Preparation, Bookkeeping, and Payroll Services industry sector.  The majority of local job opportunities advertised during the August 2019-December 2020 timeframe were classified as Accountant and Auditor positions, which were 21 out of the 40 jobs posted in the Wayne County area.

Emsi projects Wayne County accounting job opportunities to remain stagnant in the 2020 – 2025 period.  While the national projection is a 6.5% increase in employment opportunities.  Our department has been asked to provide accounting graduates for various jobs in both the private and public accounting industry.

Of the jobs posted during the August 2019 – December 2020 timeframe, the top skills mentioned include problem solving, composure, organizational skills, prioritization, detail oriented, and relationship management.  EMSI also reported on the top hard skills mentioned in job postings.  These hard skills include accounting, financial statements, auditing, budgeting, tax return, general ledger, forecasting, GAAP, loans, accounts payable, and collections.  The faculty within the Accounting and Finance degree continue to focus on these skills within their accounting courses.

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## Section 2: Faculty Profile

**Have all faculty credentials been verified?** (*Verify required documents are in personnel files.*)

Yes ☒       No ☐

**List of Faculty and Status (2017-18; 2018-19; 2019-20 – Academic Year – Fall, Spring, Summer)**

| Faculty / Name | Full-Time / Part-Time | Total Years within Department/Program | Total Years at WCC |
|---|---|---|---|
| Tracy Schmeltzer | Full-Time | Fall 2004/15.5 years | 15.5 years at WCC |
| Leigh Cox | Full-Time | Fall 2016/ 3.5 years | 3.5 years at WCC |
| Lindsay Hinkle | Full-Time | Fall 2017/2.5 years | 2.5 years at WCC |

**Provide narrative for adequacy of faculty numbers.** *(Do you have enough faculty to support your program?)*

The Accounting and Finance faculty includes three full-time faculty. The faculty members are adequate and full-time instructors develop all Accounting and Finance courses. If additional programs are started, they would require additional faculty.

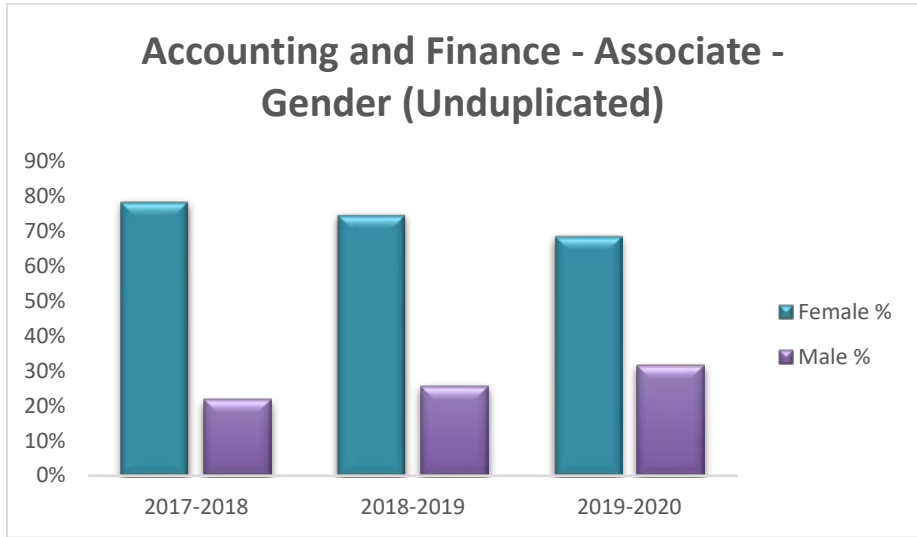**Faculty Contact and Credit Hours**

| Faculty / Name | Full-Time Part-Time | Fall 2017 | | Spring 2018 | | Summer 2018 | |
|---|---|---|---|---|---|---|---|
| | | Contact | Credit | Contact | Credit | Contact | Credit |
| Tracy Schmeltzer | Full-Time | 5 | 4 | 5 | 4 | 5 | 4 |
| Leigh Cox | Full-Time | 19 | 15 | 22 | 18 | 0 | 0 |
| Lindsay Hinkle | Full-Time | 19 | 15 | 19 | 15 | 0 | 0 |

| Faculty / Name | Full-Time Part-Time | Fall 2018 | | Spring 2019 | | Summer 2019 | |
|---|---|---|---|---|---|---|---|
| | | Contact | Credit | Contact | Credit | Contact | Credit |
| Tracy Schmeltzer | Full-Time | 6 | 8 | 5 | 4 | 5 | 4 |
| Leigh Cox | Full-Time | 21 | 19 | 18 | 15 | 0 | 0 |
| Lindsay Hinkle | Full-Time | 24 | 15 | 22 | 15 | 0 | 0 |

| Faculty / Name | Full-Time Part-Time | Fall 2019 | | Spring 2020 | | Summer 2020 | |
|---|---|---|---|---|---|---|---|
| | | Contact | Credit | Contact | Credit | Contact | Credit |
| Tracy Schmeltzer | Full-Time | 5 | 4 | 5 | 4 | 5 | 4 |
| Leigh Cox | Full-Time | 24 | 19 | 17 | 14 | 0 | 0 |
| Lindsay Hinkle | Full-Time | 20 | 15 | 23 | 16 | 0 | 0 |

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**Section 3: Student Demographics** - *Parent program (highest level only) data is provided.*

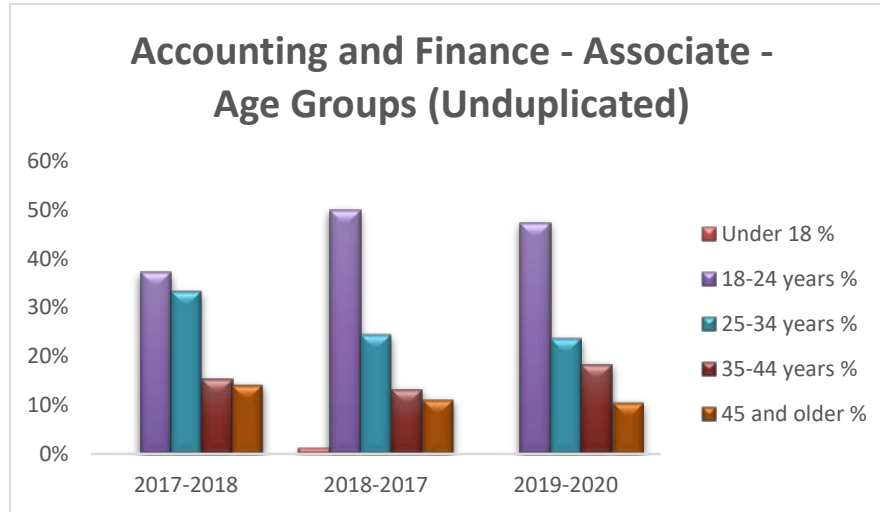| Gender (Associate - unduplicated) Academic Year – Fall, Spring, Summer | | | | | | |
|---|---|---|---|---|---|---|
| Academic Year | Female | | Male | | Total | |
| | N | % | N | % | N | % |
| 2017-2018 | 61 | 78% | 17 | 22% | 78 | 100% |
| 2018-2019 | 67 | 74% | 23 | 26% | 90 | 100% |
| 2019-2020 | 52 | 68% | 24 | 32% | 76 | 100% |



| Ethnicity (Associate – unduplicated) Academic Year – Fall, Spring, Summer | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Academic Year | American Indian | | Asian or Pacific Islander | | African American | | Hispanic | | Caucasian | | Other / Unknown / Multiple | | Total | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 2017-18 | 1 | 1% | 2 | 3% | 12 | 15% | 16 | 21% | 43 | 55% | 4 | 5% | 78 | 100% |
| 2018-19 | 1 | 1% | 3 | 3% | 14 | 16% | 20 | 22% | 48 | 53% | 4 | 4% | 90 | 100% |
| 2019-20 | 1 | 1% | 2 | 3% | 8 | 11% | 18 | 24% | 46 | 61% | 1 | 1% | 76 | 100% |

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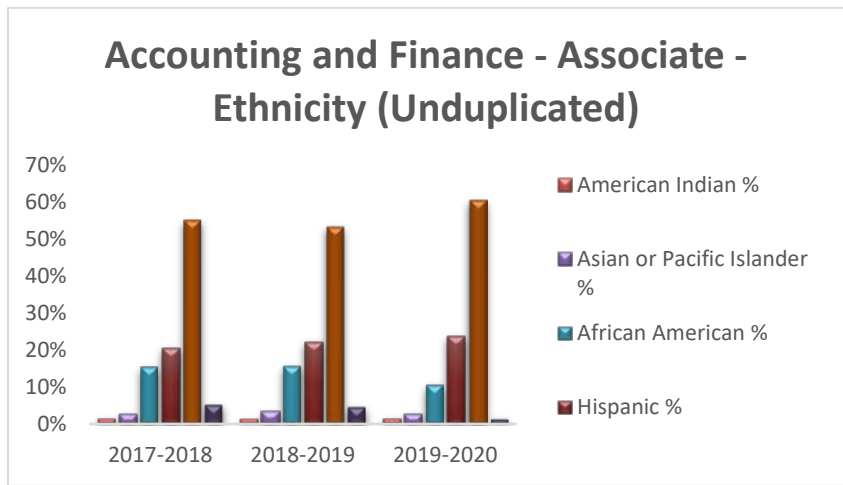
| Age (Associate – unduplicated) Academic Year – Fall, Spring, Summer | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Academic Year | Under 18 | | 18-24 years | | 25-34 years | | 35-44 years | | 45 and older | | Total | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| 2017-18 | 0 | 0% | 29 | 37% | 26 | 33% | 12 | 15% | 11 | 14% | 78 | 100% |
| 2018-19 | 1 | 1% | 45 | 50% | 22 | 24% | 12 | 13% | 10 | 11% | 90 | 100% |
| 2019-20 | 0 | 0% | 36 | 47% | 18 | 24% | 14 | 18% | 8 | 11% | 76 | 100% |



Accounting and Finance - Associate - Age Groups (Unduplicated)

**Provide narrative for analysis of student demographics.** *(How are you recruiting/retaining a diverse population of students? What are some ways you can increase student diversity in your program?)*

The Accounting and Finance faculty began an initiative to recruit non-traditional students during the program review reporting period. The faculty targeted specific industries to recruit and market. They began by working with the communications department to prepare flyers with information specific to the programs that would speak to those in the industries the faculty were focusing on. In additional to the flyers, a letter was composed and mailed encouraging a partnership between managers of the various organizations and the program faculty. The managers were also afforded the opportunity to have faculty members visit their respective organizations to further discuss how pursuing coursework could be advantageous to the employees and management alike. The specific industries in which the faculty reached out to were hospitality, small businesses, funeral services and organizations that offered tuition reimbursement to students. In addition to these focused recruiting efforts, the faculty also participated in a local job fair sponsored by the Wayne County Chamber of Commerce in which they provided materials and offers of organizational visits.

To increase student diversity in the Accounting and Finance program, faculty recommend bilingual marketing materials. The faculty will work directly with the WCC marketing department to share ideas on how to facilitate this change. The faculty also believe testimonials from minority students would encourage diverse students to apply for the Accounting and Finance program.

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## Section 4: Program Outcomes

**Outcome #1: Completers** *(unduplicated) (Degree level, highest level of attainment)*

**Baseline:** 33 # (*Average of total completers for the last three years – 2017-18; 2018-19; 2019-20*)
**Standard:** 36 #
**Target:** 40 #

| Number of Completers *(unduplicated) – Graduation Year – Summer, Fall, Spring* | | | | |
|---|---|---|---|---|
| **Graduation Year** | **Associate** | **Diploma** | **Certificate** | **Total** |
| 2017-2018 | 9 | 0 | 20 | 29 |
| 2018-2019 | 20 | 0 | 17 | 37 |
| 2019-2020 | 13 | 0 | 21 | 34 |
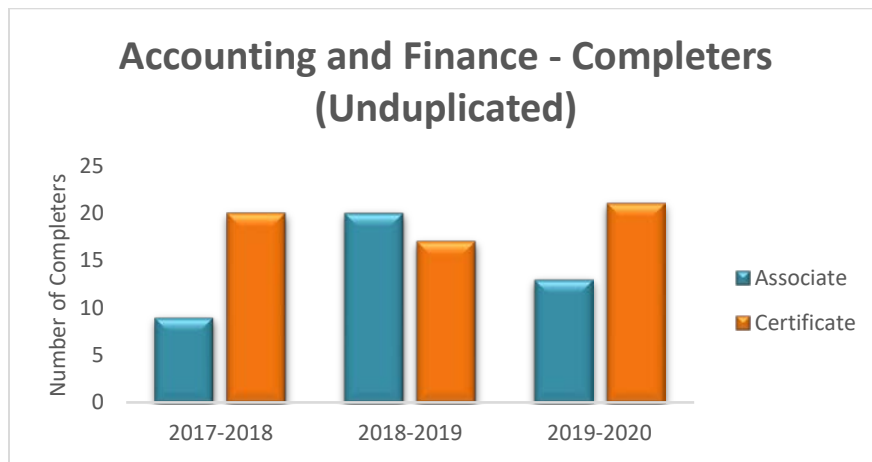


**Provide narrative for analysis of completers.** *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

The three-year average number of accounting graduates is 14; an increase of 1 since the last program review. The Certificate program continues to increase on the three-year average as Accounting and Finance students and Business Administration students can complete this Certificate. The Accounting program often loses students to college transfer due to the nature of the industry where many staff accountant jobs require a 4-year degree.
The Faculty of the Accounting program believe the number of completers has increased over the past 3 years because of focused advising efforts. Each semester, the faculty contact each advisee to assist in planning courses for the upcoming registration period. Going forward, if students indicate they want to take a break from school the faculty will encourage them to enroll in one course to keep them engaged and active in WCC; students who take a semester off are more likely to be non-completers.
These efforts have shown that in addition to changing majors, other reasons for non-returning students include employment related changes, relocation, loss of funding and other personal reasons.

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**Provide narrative for analysis of completer standard/target.** *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New completer standard and target was set based on the three-year baseline data from 2017-18, 2018-19 and 2019-20.

The standard has been set at 36 # and the target at 40 #.

**Identify Completer Action Items**
*(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

| Item | Action Items *(Identify action items as a result of your program outcome assessment.)* | Target Date *(Identify your projected target date for completion of action items.)* | Assessment of Action Items *(How will you assess the results of action items?)* |
|---|---|---|---|
| 1 | Discuss certificates, diplomas, and associate degrees in the classroom outside of normal advising time. This will reinforce the goal of program retention and completion. | Spring 2022 | Faculty will develop a mini presentation to present in seated, hybrid and online courses. The presentation will include completion of certificates, diplomas and degrees. Current semester completers will also be highlighted. |
| 2 | Implementing advisor checkpoints will ideally improve course performance and increase completers. | Spring 2022 | Faculty will initiate completion efforts by having students sign a pledge as a commitment to finish their chosen course of study. Faculty will continue the completion efforts by tracking students who receive alerts, following up on respective alerts, and check current course averages at the midterm point of the semester. Students will be reminded of resources available and consequences of not passing and/or finishing the course. |

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**Outcome #2:  Retention**

**Baseline:**      67.2 % (*Average of last three years – 2017-18; 2018-19; 2019-20; fall-to-fall program retention*)
**Standard:**     68.5 %
**Target:**        70.2 %

**2020-2021 Action / Strategy Items:**  *(carried forward outcomes)*

| Item # | Action / Strategy Items: *(Actions / strategies identified in the 2019-20 program outcome assessment follow-up.)* | Results / Use of Results: *(Provide results of the action / strategy identified.  Was the action / strategy successful? How do you know?)* |
|---|---|---|
| 1 | Increased engagement in online courses | The Accounting and Finance faculty implemented several efforts in their online classes to increase student engagement.  These efforts include instructor prepared videos demonstrating accounting concepts, assignment reminders, individual assignment feedback emailed to students, one on one meetings with students, required email assignments, |
| 2 | Provide new advisees with tips for success. | The Accounting and Finance faculty created a document with tips for success to provide to students. This document will begin being provided to new students in Summer and Fall 2021.  The results are not available as of the program reporting period.  The faculty will report on the results in the next reporting period. |

| Year (Fall to Fall) | Program Fall Enrollment Cohort | Program Completers | Program Retained | Program Stop Outs | Program Transfers | Program Retention Rate |
|---|---|---|---|---|---|---|
| Fall 2017-Fall 2018 | 62 | 9 | 27 | 21 | 5 | 58.1% |
| Fall 2018-Fall 2019 | 67 | 16 | 34 | 14 | 3 | 74.6% |
| Fall 2019-Fall 2020 | 58 | 15 | 25 | 13 | 5 | 69.0% |

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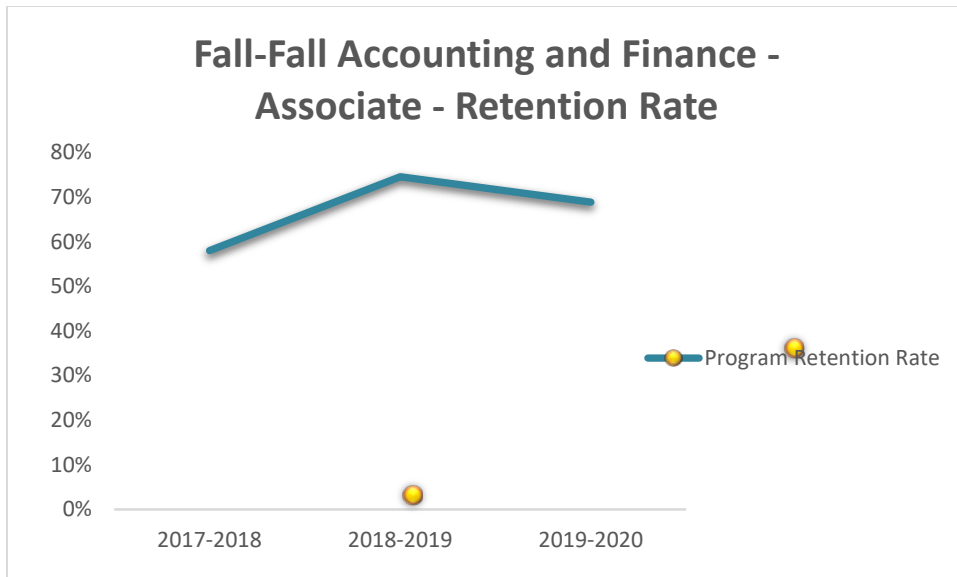
**Provide narrative for analysis of program retention data.** *(Based on the data, provide a narrative of your analysis of fall-to-fall retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

The Accounting and Finance program retention rate fluctuated between 58.1% and 74.6% with multiple factors impacting retention.  The retention rates increased from 2017-2018 to 2018-2019 when there were fewer program transfers.  The retention rate decreased from 2018-2019 to 2019-2020 when program transfers increased.  The program offers multiple delivery modalities (face-to-face, hybrid, online) to meet student needs.  Even though the retention rate declined 5.6% from 2018-2019 to 2019-2020 the number of completers was stable with 16 completers in 2018-2019 and 15 completers in 2019-2020.

Faculty continue to strive for increased retention through multiple means such as early alerts, referral to the accounting and business lab, and increased advising efforts.

**Provide narrative for analysis of program retention standard/target.** *(Identify standard and target.  Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New program retention standard and target was set based on the three-year baseline data from 2017-18, 2018-19, and 2019-20 fall to fall retention.

The standard has been set at 68.5 % and the target at 70.2 %.

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**Identify Retention Action Items**
*(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

| Item | Action Items *(Identify action items as a result of your program outcome assessment.)* | Target Date *(Identify your projected target date for completion of action items.)* | Assessment of Action Items *(How will you assess the results of action items?)* |
|---|---|---|---|
| 1 | Encourage students to persist in credential completion. | Spring 2022 | Faculty will use creative methods to provide information to students regarding the importance of moving forward and completing course of study. |
| 2 | Inform students of the next credential eligibility to reinforce retention. | Spring 2022 | Faculty will use current advising records and tracking to inform students of the next credential they are eligible for at each registration period. |

**Identify Retention Action Items**

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**Outcome #3: Program Success Rate (all delivery methods)**
*(Duplicated based on number of courses taken by students in the program.) (Program Success Rate tab)*

**Baseline:** 86 % (*Average program success students for the last three years – 2017-18; 2018-19; 2019-20*)
**Standard:** 87 %
**Target:** 88 %

| Academic Year Fall, Spring, Summer | Program Enrolled Students | Program Success Students | Program Success Rate |
|---|---|---|---|
| 2017-2018 | 310 | 267 | 86% |
| 2018-2019 | 355 | 309 | 87% |
| 2019-2020 | 334 | 291 | 87% |

**Provide narrative for analysis of student success in program courses.** *(Are students more successful in program courses in face-to-face, online, hybrid, or blended methods of course delivery? Do you plan to make any changes to course offerings based upon your analysis of the data?)*

Courses offered during the first and second semesters are required by students in other program areas including college transfer, operations management, agribusiness technology and computer information technologies. The success rates tend to be lower than in the upper level courses that only Accounting students are enrolled.

Courses offered in the first and second semesters of the curriculum program are offered in a variety of formats including traditional, web-assisted, hybrid, and internet. As students move into the third and fourth semesters, most courses are only offered as online courses, while others are offered in traditional, hybrid and online formats. Students in seated and hybrid courses are taught early on how to be online learners to increase their potential to be successful upon reaching online only courses. Several courses in the Accounting and Finance program now offer online audio/video lectures to accommodate various learning styles of the distance education students.

Hybrid and traditional classes tend to have slightly higher completion than the internet classes although the difference in success rates by method of instruction are narrowing. Information provided by NC Performance Measures defines course success rates as being "a grade of C or better". Only one course, ACC 220 Intermediate Accounting I, requires "a grade of C or better" as a prerequisite. Students earning "a grade of D" are not deemed to be successful, but they do not have to retake the class. This causes the number of students who complete the class with credit to be higher than the number of students who successfully complete the class.

Courses taught in different learning formats and by various instructors are taught in a consistent manner. The courses themselves are identical as far as concepts covered, assignments, and tests, etc. We feel that course consistency is necessary in the fact that students are taught concepts that will be carried over to other courses. Course consistency is also important for the purpose of measuring learning outcomes.

The business and accounting tutorial lab offers both morning and evening hours in addition to assistance via email and virtual tutoring for one on one tutoring in business administration courses. The various methods of receiving tutoring were an effort to accommodate various student personal schedules. The instructors are continuously looking for ways to increase student use of the lab including personal recommendations and other incentives. This type of tutorial lab has proven to be successful in the accounting and business programs.

There are no plans to adjust course offerings.

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**Provide narrative for analysis of student success in program courses standard/target.** *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New program success rate standard and target was set based on the three-year baseline data from 2017-18, 2018-19, and 2019-20.

The standard has been set at 87 % and the target at 88 %.

**Identify Student Success in Program Courses Action Items**
*(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

| Item | Action Items *(Identify action items as a result of your program outcome assessment.)* | Target Date *(Identify your projected target date for completion of action items.)* | Assessment of Action Items *(How will you assess the results of action items?)* |
|---|---|---|---|
| 1 | Business and Accounting Lab Referrals | Spring 2022 | Faculty will refer students with a grade average of less than 70 to the business and accounting tutorial lab to ensure students receive one-on-one assistance, increasing student success. The faculty will track referrals and student results. |

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**Outcome #4: Licensure and Certification Passing Rates (if applicable) (NCCCS Performance Measure)**

*Baselines were set based upon WCC's average college performance of the measure. Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.*

**Baseline:**    N/A % (*Average of last three years NCCCS Reports; 2018, 2019, and 2020*)
**Standard:**    N/A % (
**Target:**    N/A %

**Licensure / Certification Exam – (Title of License or Exam)**

| NCCCS Report | Exam Year | # Tested | # Passed | % Passing |
|---|---|---|---|---|
| 2017 | 2015-16 | | | |
| 2018 | 2016-17 | | | |
| 2019 | 2017-18 | | | |
| 2020 | 2018-19 | | | |

**Provide narrative for analysis of licensure / certification passing rates.** *(Based on the performance measure data, provide a narrative of your analysis of licensure/certification. Are you satisfied with your program licensure or certification rates? State any changes you plan to make for continuous improvement.)*

Not applicable.

**Provide narrative for analysis of licensure and certification passing rates standard/target.** *(Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.)*

Not applicable.

**Identify Licensure and Certification Passing Rates Action Items**
*(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

| Item | Action Items *(Identify action items as a result of your program outcome assessment.)* | Target Date *(Identify your projected target date for completion of action items.)* | Assessment of Action Items *(How will you assess the results of action items?)* |
|---|---|---|---|
| 1 | Not applicable. | | |

## Section 5: Other Assessments

**In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and include the most recent date of accreditation.**

Not applicable at this time.

**Analysis of other assessments.** *(Have you performed other assessments to evaluate the effectiveness of your program, to include surveys, self-assessments, or other assessment instruments used to evaluate the program. If so, please explain how information collected from the(se) assessments will be used to improve the program.)*

Currently, the faculty receive an anonymous student evaluation for each course taught. This evaluation is used to adapt future courses to be more closely aligned with student needs and expectation. Additionally, the faculty has explored the topic of creating additional evaluation instruments to help garner more information about specific aspects of the course that may not be covered in the institutional provided evaluation.

In addition to student evaluations, the programs are evaluated in the form of a survey by the program advisory committee. The results of this survey is considered when making course and program changes.

**Identify Other Assessment(s) Action Items** *(if applicable)*
*(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

| Item | Action Items *(Identify action items as a result of your program outcome assessment.)* | Target Date *(Identify your projected target date for completion of action items.)* | Assessment of Action Items *(How will you assess the results of action items?)* |
|---|---|---|---|
| 1 | Departmental Survey | Spring 2022 | Faculty will create a departmental survey to gain additional feedback from students regarding courses to include more specific information than the Moodle evaluation. |

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**Provide narrative for your program facility needs.  If facilities are adequate, please confirm.**

All seated classes for the Accounting Program meet in the Spruce Building.  These classrooms usually seat between 24-30 students, which is adequate space.  Each classroom is equipped with an instructor computer, projector equipped with sound and video capabilities, and a projection screen.  Certain classrooms are also equipped with a document camera and smart podium.   This equipment allows instructors to display all of the necessary information needed and use different teaching methods to create sustainable and engaging learning environments for students.

**Provide narrative for academic / student support services.** *(Are services adequate for your program?)*

Wayne Community College offers a variety of student support services.  Admissions is generally where students begin their educational journey at Wayne. In admissions they learn what is needed to be accepted into the institution and are supported throughout the process. The business department follows up with students throughout the admissions process to convert these students into fully enrolled students. Financial aid helps to facilitate funding for class and the business department is continually reminding students to complete their financial aid process, as well as, how adding or dropping a class can impact their financial aid. We also have counseling services, academic skills, academic advisors, and other services to help our students feel supported here at Wayne Community College.  The admissions, financial aid, counseling, and academic skills departments are all focused on student success.  The college has improved ways to recommend these services to students and encourage students to take advantage of these resources.

**Planning Objectives (2017-18; 2018-19; 2019-20 – Fiscal Year, July 1-June 30)**
Provide a summary of planning objectives submitted for the last three years, including the use of results of the planning objectives in the table provided.

**Summary of Planning Objectives**

| Planning Year (Fiscal Year – July 1-June 30) | Department | Objective(s) Submitted | Use of Results |
|---|---|---|---|
| 2017-18 | Business & Accounting | Glass Top Tables (Approved) | The tables were delivered and installed in June 2018.  These glass top tables have allowed the lab tutors to more effectively demonstrate various accounting and business concepts. They allow the tutors to write directly on the table, thus providing for additional collaborating efforts between the tutors and the students. The concise design of the tables allows for an increased number of students to use the lab at any given time. |
| 2018-19 | No planning objectives submitted for Business & Accounting | No planning objectives submitted for Business & Accounting | No planning objectives submitted for Business & Accounting |

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| 2019-20 | No planning objectives submitted for Business & Accounting | No planning objectives submitted for Business & Accounting | No planning objectives submitted for Business & Accounting |
|---|---|---|---|

**Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.**

The faculty of the Accounting program strive for continuous improvement.  Faculty have identified multiple program strengths, weaknesses and opportunities.

Faculty believe the program's strengths lie in the use of technology, advising efforts, advisory committee meetings, networking events, the accounting and business tutorial lab, diverse instructor industry and experience background, and continuous course improvement.

The faculty have identified a weakness and area of opportunity in the form of receiving graduate feedback.  The faculty propose creating a post-gradation survey that will be sent 6 months after graduation.  The survey will give graduates an opportunity to provide feedback on the program and indicate any concepts that should have been included in the program.

**Section 6: Outcomes Follow-Up and Approvals**

Outcomes follow-up (year-end report) to be addressed spring semester following review year (2021-22 and 2022-23).

**Review prepared and submitted by:** *(Please list name(s) and titles)*

Tracy Schmeltzer, Dean of Business & Computer Technologies Division
Erin LeGrand, Department Chair, Business and Accounting Department
Leigh Cox, Instructor, Accounting and Finance
Lindsay Hinkle, Instructor, Accounting and Finance

**Approvals**

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator (VP/AVP) upon completion.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to review and approve the Review and Outcome Assessment.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Review and Outcome Assessments.

**Dean, Director, or AVP / Date:** _Tracy M. Schmeltzer_____ 5/17/2021

**IE Acceptance / Date:** _Dorothy Moore_____ 5/11/2021

**Administrator Approval / Date:** _Patty Pfeiffer_____ 5/19/2021

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