Program Outcomes Assessment Follow-Up
2022-2023 Program Outcome (PO) Year End Reporting Form

In response to SACSCOC 8.2, *"The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results …"*

Name of Program: Accounting and Finance

Outcome #1: Enrollment *(unduplicated)*

Action Items from Program Review:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	Results / Use of Results: *(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)*
1	Focused recruiting efforts targeting minority males. (Assessed by: Coordinate internal recruiting efforts through social media, marketing materials and recruitment opportunities.)	The department created a flyer in Spanish to be provided when the Mexican Consulate visited. Our next project we plan to pursue regarding this is the creation of videos and narratives focusing on minority male success stories. We realize that we are not able to do extensive recruiting because we are not able to control marketing or social media targeting of this specific demographic of students.

Baseline: **86** # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: **88** #
Target: **90** #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2019-2020	79
2020-2021	87
2021-2022	93

All Levels

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	4	5.1%	10	11.5%	14	15.1%
American Indian/Alaskan Native, Female	1	1.3%	1	1.1%	0	0.0%
Asian, Female	2	2.5%	1	1.1%	1	1.1%
Caucasian, Female	32	40.5%	33	37.9%	36	38.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	13	16.5%	19	21.8%	19	20.4%
Two or More Races, Female	0	0.0%	2	2.3%	0	0.0%
Unknown, Female	2	2.5%	1	1.1%	0	0.0%
Female Total	54	68.4%	67	77.0%	70	75.3%
African American, Male	4	5.1%	3	3.4%	6	6.5%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	15	19.0%	12	13.8%	12	12.9%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	5	6.3%	5	5.7%	5	5.4%
Two or More Races, Male	1	1.3%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	25	31.6%	20	23.0%	23	24.7%
Total	79	100.0%	87	100.0%	93	100.0%

Ethnicity & Age Range	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	7	8.9%	5	5.7%	8	8.6%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	2	2.5%	0	0.0%	0	0.0%
Caucasian, 18-24	15	19.0%	15	17.2%	15	16.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	13	16.5%	16	18.4%	16	17.2%
Two or More Races, 18-24	0	0.0%	2	2.3%	0	0.0%
Unknown, 18-24	1	1.3%	0	0.0%	0	0.0%
18-24 Total	38	48.1%	38	43.7%	39	41.9%
African American, 25-44	1	1.3%	8	9.2%	10	10.8%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	1	1.1%	1	1.1%
Caucasian, 25-44	25	31.6%	24	27.6%	28	30.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	5	6.3%	7	8.0%	7	7.5%
Two or More Races, 25-44	1	1.3%	0	0.0%	0	0.0%
Unknown, 25-44	1	1.3%	1	1.1%	0	0.0%
25-44 Total	33	41.8%	41	47.1%	46	49.5%
African American, 45-64	0	0.0%	0	0.0%	1	1.1%
American Indian/Alaskan Native, 45-64	1	1.3%	1	1.1%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	6	7.6%	5	5.7%	4	4.3%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	1	1.1%	1	1.1%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	7	8.9%	7	8.0%	6	6.5%
African American, 65+	0	0.0%	0	0.0%	1	1.1%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	1	1.3%	1	1.1%	1	1.1%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	1	1.3%	1	1.1%	2	2.2%
Total	79	100.0%	87	100.0%	93	100.0%

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

Enrollment for the Accounting and Finance Degree program continues to see increases in enrollment. The enrollment for this program is back to pre-COVID pandemic numbers. In examining the data further, we continue to see that there are an equal number of minority females compared to Caucasian females. Prior to the 2021-22 reporting, this was not the case with minority males. This led our department to focus on potential recruiting efforts specifically for this demographic. The number of minority male students is currently an equal number compared to Caucasian males. This is due to a slight increase in minority males and slight decrease in Caucasian male enrollment. The Department feels that the focused recruiting efforts continues to be an opportunity specifically with minority males.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase enrollment in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Student success stories	Work with the marketing department to create social media posts focusing on student success stories involving both currently enrolled students and recent graduates.

Outcome #2: Retention

Action Items from Program Review:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	Results / Use of Results: *(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)*
1	Inform students of the next credential eligibility to reinforce retention. (Assessed by: Faculty will use current advising records and tracking to inform students of the next credential they are eligible for at each registration period.)	Students were notified at the registration period if they were eligible for a credential at the end of the semester in which they are registering. Students were notified via email upon completing their registration.

Baseline: **70.8** % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: **72** %
Target: **73**%

Fall to Fall	Retention Rate
Fall 2019 to Fall 2020	67.8%
Fall 2020 to Fall 2021	71.2%
Fall 2021 to Fall 2022	66.0%

All Levels

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	N	%	N	%	N	%
African American, Female	2	5.0%	4	8.5%	6	14.3%
American Indian/Alaskan Native, Female	1	2.5%	1	2.1%	0	0.0%
Asian, Female	2	5.0%	1	2.1%	1	2.4%
Caucasian, Female	15	37.5%	21	44.7%	19	45.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	9	22.5%	9	19.1%	8	19.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	1	2.5%	0	0.0%	0	0.0%
Female Total	30	75.0%	36	76.6%	34	81.0%
African American, Male	2	5.0%	2	4.3%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	5	12.5%	6	12.8%	6	14.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	3	7.5%	3	6.4%	2	4.8%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	10	25.0%	11	23.4%	8	19.0%
Total	40	100.0%	47	100.0%	42	100.0%

Ethnicity & Age Range	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	3	7.5%	4	8.5%	2	4.8%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	2	5.0%	0	0.0%	0	0.0%
Caucasian, 18-24	6	15.0%	11	23.4%	6	14.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	9	22.5%	8	17.0%	7	16.7%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	1	2.5%	0	0.0%	0	0.0%
18-24 Total	21	52.5%	23	48.9%	15	35.7%
African American, 25-44	1	2.5%	2	4.3%	4	9.5%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	1	2.1%	1	2.4%
Caucasian, 25-44	12	30.0%	15	31.9%	17	40.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	3	7.5%	4	8.5%	3	7.1%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	16	40.0%	22	46.8%	25	59.5%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	1	2.5%	1	2.1%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	2	5.0%	1	2.1%	2	4.8%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	3	7.5%	2	4.3%	2	4.8%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	40	100.0%	47	100.0%	42	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of 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 slightly decreased from Fall 2020 to Fall 2021. The faculty advisors in the program keep extensive records in tracking the progress of the students they advise. This includes methods of contact and reaching out at registration time and information on students who do not return when it is available. Upon reviewing this information, the faculty realized that more often than not, the reasons students were not retained were for reasons outside of the faculty's control. These reasons include loss of funding, medical problems, employment demands, personal life situations, etc.

Faculty use a focused advising approach as well as incorporating tactics in their courses to help students to succeed, leading them to continue their coursework. The faculty will continue to employ these approaches such as focused advising, early intervention, and individual feedback.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase program retention?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Early intervention in courses being taught.	Faculty will reach out to students in the first 10% of the class reminding them of resources available.
2	Continued focused advising.	Faculty will track student progress, keeping notes of points of contact to understand better why decreases in retention occur.

Outcome #3: Completers *(unduplicated by highest level of attainment)*

Action Items from Program Review:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	Results / Use of Results: *(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)*
1	Implementing advisor checkpoints will ideally improve course performance and increase completers. (Assessed by: Faculty will continue 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.)	The faculty advisors followed up with students when early alerts were received from other instructors. At the midterm point of the course, faculty focused on students who had a D or F average to remind them of the importance of passing the course and specific suggestions on how to go about doing so.

Baseline: **39** # (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: **40** #
Target: **42** #

Number of Completers (*unduplicated*) – *Graduation Year – Summer, Fall, Spring*	
Graduation Year	**Total Completers**
2020-2021	46
2021-2022	38
2022-2023	21

All Levels

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	2	4.3%	5	13.2%	2	9.5%
American Indian/Alaskan Native, Female	1	2.2%	0	0.0%	0	0.0%
Asian, Female	1	2.2%	1	2.6%	0	0.0%
Caucasian, Female	21	45.7%	14	36.8%	9	42.9%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	10	21.7%	7	18.4%	2	9.5%
Two or More Races, Female	0	0.0%	0	0.0%	1	4.8%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	35	76.1%	27	71.1%	14	66.7%
African American, Male	2	4.3%	1	2.6%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	7	15.2%	6	15.8%	4	19.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	4.3%	4	10.5%	3	14.3%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	11	23.9%	11	28.9%	7	33.3%
Total	46	100.0%	38	100.0%	21	100.0%

Ethnicity & Age Range Table	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	1	2.2%	2	5.3%	1	4.8%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	12	26.1%	3	7.9%	2	9.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	8.7%	6	15.8%	4	19.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	17	37.0%	11	28.9%	7	33.3%
African American, 25-44	2	4.3%	3	7.9%	1	4.8%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	2.2%	1	2.6%	0	0.0%
Caucasian, 25-44	14	30.4%	16	42.1%	9	42.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	8	17.4%	5	13.2%	1	4.8%
Two or More Races, 25-44	0	0.0%	0	0.0%	1	4.8%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	25	54.3%	25	65.8%	12	57.1%
African American, 45-64	1	2.2%	1	2.6%	0	0.0%
American Indian/Alaskan Native, 45-64	1	2.2%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	2	4.3%	1	2.6%	2	9.5%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	4	8.7%	2	5.3%	2	9.5%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	46	100.0%	38	100.0%	21	100.0%

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 number of completers in the Accounting and Finance program saw a significant decrease in 2021-22. This program often loses students to college transfer due to the nature of the industry where many staff accountant jobs require a 4-year degree. Each semester, the faculty contact each student they advise to assist in planning courses for the upcoming registration period. When students indicate they do not plan to return, the advisors 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. It has been shown that in addition to changing to college transfer, other reasons for non-returning students include reasons stated above. Those reasons include employment related changes, loss of funding and other personal reasons of which the faculty have no control over.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase student completion in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Advisor checkpoints.	Faculty will continue to track received early alerts by reaching out to students individually when it is received and following up with the students at the midterm point and 2-3 weeks prior to the end of the semester to see where the student stands, providing them with encouragement and suggestions on how to improve and finish strong.

Approvals

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Outcome Assessment when completed by the responsible program/service personnel.
2. Using DocuSign (electronic signature), appropriate Department Chair, Division Dean, Director, and/or AVP is asked to read and approve the Program/Service Outcome Assessment.

IE Acceptance / Date: _____ *Dorothy Moore* _____ 11/9/2023

Department Chair, Dean, Director, and/or AVP / Date: _____ *Tracy M. Schmeltzer* _____ 11/9/2023