Program Outcomes Assessment Follow-Up
2023-2024 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 2022-23 Program Outcome Year-End Report:

Item #	Action Items: *(Action item identified in the 2022-23 program outcome year-end report.)*	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 2024-2025 action items table below.)*
1	Student success stories. (Assessed by: Work with the marketing department to create social media posts focusing on student success stories involving both currently enrolled students and recent graduates.)	The faculty identified some currently enrolled students in the Accounting and Finance program. The students were asked about participating. We have connected the students who agreed with the Marketing and Communications Coordinator to take pictures and gather information for success story social media posts.

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
2020-2021	87
2021-2022	93
2022-2023	99

All Levels

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	10	11.5%	14	15.1%	24	24.2%
American Indian/Alaskan Native, Female	1	1.1%	0	0.0%	0	0.0%
Asian, Female	1	1.1%	1	1.1%	0	0.0%
Caucasian, Female	33	37.9%	36	38.7%	41	41.4%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	19	21.8%	19	20.4%	17	17.2%
Two or More Races, Female	2	2.3%	0	0.0%	2	2.0%
Unknown, Female	1	1.1%	0	0.0%	0	0.0%
Female Total	67	77.0%	70	75.3%	84	84.8%
African American, Male	3	3.4%	6	6.5%	6	6.1%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	1	1.0%
Caucasian, Male	12	13.8%	12	12.9%	6	6.1%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	5	5.7%	5	5.4%	2	2.0%
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	20	23.0%	23	24.7%	15	15.2%
Total	87	100.0%	93	100.0%	99	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	2	2.0%
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%	2	2.0%
African American, 18-24	5	5.7%	8	8.6%	11	11.1%
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	15	17.2%	15	16.1%	13	13.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	16	18.4%	16	17.2%	11	11.1%
Two or More Races, 18-24	2	2.3%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	38	43.7%	39	41.9%	35	35.4%
African American, 25-44	8	9.2%	10	10.8%	16	16.2%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	1.1%	1	1.1%	1	1.0%
Caucasian, 25-44	24	27.6%	28	30.1%	31	31.3%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	7	8.0%	7	7.5%	7	7.1%
Two or More Races, 25-44	0	0.0%	0	0.0%	1	1.0%
Unknown, 25-44	1	1.1%	0	0.0%	0	0.0%
25-44 Total	41	47.1%	46	49.5%	56	56.6%
African American, 45-64	0	0.0%	1	1.1%	1	1.0%
American Indian/Alaskan Native, 45-64	1	1.1%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	5	5.7%	4	4.3%	3	3.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	1.1%	1	1.1%	1	1.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	1	1.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	7	8.0%	6	6.5%	6	6.1%
African American, 65+	0	0.0%	1	1.1%	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+	1	1.1%	1	1.1%	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	1	1.1%	2	2.2%	0	0.0%
Total	87	100.0%	93	100.0%	99	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.)*

The Accounting and Finance program has continued to see an increase in enrollment over the three years of reporting as shown in this report. The faculty attribute this growth to availability of employment in the local Wayne County area as well as the reputation of the program within the community. The faculty advisors have adopted a focused advising approach with personal contact before students are registered as well as during their time pursuing the Accounting and Finance Degree and accompanying certificates and diplomas. The practices include personal contact during registration periods as well as throughout coursework when progress is not at an acceptable level. The faculty are certain that these methods work well for both students and faculty, therefore, we will continue to adhere to these. In addition to these methods, the faculty actively participate in various recruiting opportunities throughout the academic year.

2024-2025 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	Maintain the current levels of enrollment.	The current levels of enrollment are sustainable for the service area. Current practices will remain in place. Enrollment numbers will be continuously monitored.

Outcome #2: Retention

Action Items from 2022-23 Program Outcome Year-End Report:

Item #	Action Items: *(Action item identified in the 2022-23 program outcome year-end report.)*	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 2024-2025 action items table below.)*
1	Early intervention in courses being taught. (Assessed by: Faculty will reach out to students in the first 10% of the class reminding them of resources available.)	The Accounting and Finance faculty provided the students in their respective courses with the available resources to help them be successful. These include resources within their courses and on campus. This information was provided to the students at the beginning of the semester.
2	Continued focused advising. (Assessed by: Faculty will track student progress, keeping notes of points of contact to understand better why decreases in retention occur.)	The Accounting and Finance faculty access an internal student registration report each semester. The faculty keep extensive notes during registration periods to include information on those students who registered from one semester to the next as well as those who did not. The notes for the students that did not return included reasons why they did not continue coursework. The faculty also have students who do not register where they are unaware of reasons why. The faculty keep notes of methods and number of times contacted.

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 2020 to Fall 2021	71.2%
Fall 2021 to Fall 2022	66.0%
Fall 2022 to Fall 2023	59.7%

All Levels

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2020 to Fall 2021		Fall 2021 to Fall 2022		Fall 2022 to Fall 2023	
	N	%	N	%	N	%
African American, Female	4	8.5%	6	14.3%	8	21.6%
American Indian/Alaskan Native, Female	1	2.1%	0	0.0%	0	0.0%
Asian, Female	1	2.1%	1	2.4%	0	0.0%
Caucasian, Female	21	44.7%	19	45.2%	15	40.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	9	19.1%	8	19.0%	8	21.6%
Two or More Races, Female	0	0.0%	0	0.0%	1	2.7%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	36	76.6%	34	81.0%	32	86.5%
African American, Male	2	4.3%	0	0.0%	1	2.7%
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	6	12.8%	6	14.3%	4	10.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	3	6.4%	2	4.8%	0	0.0%
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	23.4%	8	19.0%	5	13.5%
Total	47	100.0%	42	100.0%	37	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2020 to Fall 2021		Fall 2021 to Fall 2022		Fall 2022 to Fall 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	4	8.5%	2	4.8%	2	5.4%
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	11	23.4%	6	14.3%	4	10.8%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	8	17.0%	7	16.7%	7	18.9%
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	23	48.9%	15	35.7%	13	35.1%
African American, 25-44	2	4.3%	4	9.5%	7	18.9%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	2.1%	1	2.4%	0	0.0%
Caucasian, 25-44	15	31.9%	17	40.5%	14	37.8%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	4	8.5%	3	7.1%	1	2.7%
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	22	46.8%	25	59.5%	22	59.5%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	1	2.1%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	2.1%	2	4.8%	1	2.7%
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%	1	2.7%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	4.3%	2	4.8%	2	5.4%
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	47	100.0%	42	100.0%	37	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.)*

Although the enrollment for the Accounting and Finance program is increasing, the retention rates have shown decreasing rates over the three years reporting. The faculty advisors keep extensive advising notes. We reviewed these notes to determine the reasons students did not continue with the program to gain a better understanding of the reasons and to determine if there are possible solutions. Upon further review of the advising notes, the reasons included change of majors, loss of funding and unknown. For those students that the reason was unknown, the advisors noted the instances of reaching out to the students to include dates and methods of contact. The advisors recognized that despite declining retention rates, they are still successfully retaining students, therefore, will continue utilizing the same approaches.

2024-2025 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	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 2022-23 Program Outcome Year-End Report:

Item #	Action Items: *(Action item identified in the 2022-23 program outcome year-end report.)*	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 2024-2025 action items table below.)*
1	Advisor checkpoints. (Assessed by: 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.)	The Accounting and Finance faculty tracked the alerts they received concerning student progress in their courses when initiated by other instructors. They contacted the students to offer them an opportunity to meet to discuss the alert, resources, suggestions on how to improve and encouragement upon first receiving notification of the alert. The faculty then followed up at the midterm point and the end of the semester to see where the student stood as far as their status in the course, often reaching out to the student when needed. Upon review of the alerts that were tracked, the approach seemed to be successful.

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**
2021-2022	38
2022-2023	21
2023-2024	39

All Levels

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	5	13.2%	2	9.5%	9	23.1%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	1	2.6%	0	0.0%	2	5.1%
Caucasian, Female	14	36.8%	9	42.9%	13	33.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	7	18.4%	2	9.5%	10	25.6%
Two or More Races, Female	0	0.0%	1	4.8%	1	2.6%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	27	71.1%	14	66.7%	35	89.7%
African American, Male	1	2.6%	0	0.0%	1	2.6%
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	6	15.8%	4	19.0%	2	5.1%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	4	10.5%	3	14.3%	1	2.6%
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	28.9%	7	33.3%	4	10.3%
Total	38	100.0%	21	100.0%	39	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2021-2022		2022-2023		2023-2024	
	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%	1	2.6%
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%	1	2.6%
African American, 18-24	2	5.3%	1	4.8%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	1	2.6%
Caucasian, 18-24	3	7.9%	2	9.5%	5	12.8%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	6	15.8%	4	19.0%	6	15.4%
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	11	28.9%	7	33.3%	12	30.8%
African American, 25-44	3	7.9%	1	4.8%	8	20.5%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	2.6%	0	0.0%	1	2.6%
Caucasian, 25-44	16	42.1%	9	42.9%	10	25.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	5	13.2%	1	4.8%	4	10.3%
Two or More Races, 25-44	0	0.0%	1	4.8%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	25	65.8%	12	57.1%	23	59.0%
African American, 45-64	1	2.6%	0	0.0%	2	5.1%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	2.6%	2	9.5%	0	0.0%
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%	1	2.6%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	5.3%	2	9.5%	3	7.7%
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	38	100.0%	21	100.0%	39	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 completion rate for the Accounting and Finance program is somewhat consistent. As noted above, there are many different reasons for students not completing their degree. These reasons can include change of major, loss of tuition funding, and unknown reasons. The faculty also noted that students will start the program, drop from the program and then resume classes in a future semester. The previous action item focused on helping students. The faculty plans to track student progress to gain a better understanding of loss of students from the point of enrollment to completion.

2024-2025 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	Complete a study of reasons for students not completing the program upon enrollment.	Faculty will continue to track the progress of students from their first semester until they complete, paying close attention to those students who do not and the reasons why.

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_____ 11/12/2024

Department Chair, Dean, Director, and/or AVP / Date: _____Tracy M. Schmeltzer_____ 11/12/2024