Wayne Community College
Program Review – 2021-2022

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.

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 align 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 hybrid 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 and 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.

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: Please list all associates, diplomas, certificates, and pathways offered in the table below.

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)

Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
Pre-Requisite Courses For RISE (state-wide initiative)	Revised Fall 2020

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 pre-requisite changes were made for all community colleges at the Systems Office level. These changes impacted the prerequisite courses required for curriculum courses in the program and impacted all programs across the campus.

Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2019-2020	10/22/2019;	• Addition of 253 Leadership and Management course to replace BUS 116 Business Law II • Update Business Administration Certificate adding BUS 240 Business Ethics and deleting CIS 110 Introduction to Computers to result in a 100% bookless credential
2020-2021	10/20/2020; 3/23/2021	Implement remote meeting and learning concepts into specific courses discussed in the meeting.
2021-2022	10/12/2021	Discuss ideas presented by committee members at the next department meeting.

(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, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?*

The Accounting faculty have identified multiple trends as a result of professional development opportunities taken by 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

Program Review, 2021-22

Section 2: Program Outcomes

Outcome #1: Enrollment *(unduplicated)*

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**
2018-2019	92
2019-2020	79
2020-2021	87

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2018-2019 N	2018-2019 %	2019-2020 N	2019-2020 %	2020-2021 N	2020-2021 %
African American, Female	8	8.7%	4	5.1%	10	11.5%
American Indian/Alaskan Native, Female	1	1.1%	1	1.3%	1	1.1%
Asian, Female	2	2.2%	2	2.5%	1	1.1%
Caucasian, Female	40	43.5%	32	40.5%	33	37.9%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	16	17.4%	13	16.5%	19	21.8%
Two or More Races, Female	0	0.0%	0	0.0%	2	2.3%
Unknown, Female	2	2.2%	2	2.5%	1	1.1%
Female Total	69	75.0%	54	68.4%	67	77.0%
African American, Male	6	6.5%	4	5.1%	3	3.4%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	1.1%	0	0.0%	0	0.0%
Caucasian, Male	9	9.8%	15	19.0%	12	13.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	5	5.4%	5	6.3%	5	5.7%
Two or More Races, Male	2	2.2%	1	1.3%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	23	25.0%	25	31.6%	20	23.0%
Total	92	100.0%	79	100.0%	87	100.0%

Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Under the age of 18	1	1.1%	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	1	1.1%	0	0.0%	0	0.0%
African American, 18-24	7	7.6%	7	8.9%	5	5.7%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	2	2.2%	2	2.5%	0	0.0%
Caucasian, 18-24	22	23.9%	15	19.0%	15	17.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	13	14.1%	13	16.5%	16	18.4%
Two or More Races, 18-24	1	1.1%	0	0.0%	2	2.3%
Unknown, 18-24	1	1.1%	1	1.3%	0	0.0%
18-24 Total	46	50.0%	38	48.1%	38	43.7%
African American, 25-44	4	4.3%	1	1.3%	8	9.2%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	1.1%	0	0.0%	1	1.1%
Caucasian, 25-44	20	21.7%	25	31.6%	24	27.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	8	8.7%	5	6.3%	7	8.0%
Two or More Races, 25-44	1	1.1%	1	1.3%	0	0.0%
Unknown, 25-44	1	1.1%	1	1.3%	1	1.1%
25-44 Total	35	38.0%	33	41.8%	41	47.1%
African American, 45-64	2	2.2%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	1	1.1%	1	1.3%	1	1.1%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	5	5.4%	6	7.6%	5	5.7%
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%	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	8	8.7%	7	8.9%	7	8.0%
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+	2	2.2%	1	1.3%	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	2	2.2%	1	1.3%	1	1.1%
Total	92	100.0%	79	100.0%	87	100.0%

Program Review, 2021-22

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 saw a significant decrease from Fall 2018 to Fall 2019, however, the enrollment began to increase from Fall 2019 to Fall 2020. The faculty felt that the COVID-19 pandemic had a significant contribution to the dip in enrollment overall and are hopeful that as a program we will continue to see increases and recover as the public feels more confident in resuming coursework. In examining the data provided for enrollment, it was noted that there was an equal number of minority females compared to Caucasian females. The faculty also noted that this is not the case when comparing enrollment for minority and Caucasian males. This proves to be an opportunity with regard to recruiting and marketing. In addition to gender data, the faculty examined data regarding ethnicity and age. The 18-24 and 45-64 enrollment for these age groups runs in a consistent manner. In light of the fact that there are significant job opportunities in our service area, marketing and recruiting to the 45-64 is a potential opportunity. The focus could be for those who are currently employed, and degree coursework would allow for advancements or focusing on those who are looking for a career change.

Identify Enrollment 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	Focused recruiting efforts targeting minority males.	Coordinate internal recruiting efforts through social media, marketing materials and recruitment opportunities.

Program Review, 2021-22

Outcome #2: Retention

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

Year	Program Retention Rate
2018-2019	73.5%
2019-2020	67.8%
2020-2021	71.2%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Female	3	6.0%	2	5.0%	4	8.5%
American Indian/Alaskan Native, Female	0	0.0%	1	2.5%	1	2.1%
Asian, Female	1	2.0%	2	5.0%	1	2.1%
Caucasian, Female	24	48.0%	15	37.5%	21	44.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	10	20.0%	9	22.5%	9	19.1%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	1	2.0%	1	2.5%	0	0.0%
Female Total	39	78.0%	30	75.0%	36	76.6%
African American, Male	2	4.0%	2	5.0%	2	4.3%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	2.0%	0	0.0%	0	0.0%
Caucasian, Male	4	8.0%	5	12.5%	6	12.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	4	8.0%	3	7.5%	3	6.4%
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	22.0%	10	25.0%	11	23.4%
Total	50	100.0%	40	100.0%	47	100.0%

Program Review, 2021-22

Ethnicity & Age Range	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	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	6.0%	3	7.5%	4	8.5%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	2.0%	2	5.0%	0	0.0%
Caucasian, 18-24	12	24.0%	6	15.0%	11	23.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	10	20.0%	9	22.5%	8	17.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	1	2.5%	0	0.0%
18-24 Total	26	52.0%	21	52.5%	23	48.9%
African American, 25-44	2	4.0%	1	2.5%	2	4.3%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	2.0%	0	0.0%	1	2.1%
Caucasian, 25-44	12	24.0%	12	30.0%	15	31.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	4	8.0%	3	7.5%	4	8.5%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	1	2.0%	0	0.0%	0	0.0%
25-44 Total	20	40.0%	16	40.0%	22	46.8%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	1	2.5%	1	2.1%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	3	6.0%	2	5.0%	1	2.1%
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	6.0%	3	7.5%	2	4.3%
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+	1	2.0%	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	1	2.0%	0	0.0%	0	0.0%
Total	50	100.0%	40	100.0%	47	100.0%

Program Review, 2021-22

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 fluctuated between 67.8% and 73.5% with multiple factors impacting retention. The retention rates decreased from 2018-2019 to 2019-2020. The retention rate increased from 2019-2020 to 2020-2021. The program offers multiple delivery modalities (hybrid, evening, online) to meet student needs. Although the retention rates remained relatively consistent, some factors that contributed to a reduction in retention during the 2020-2021 timeframe were due to the COVID19 pandemic. It should also be noted that in prior years, the Accounting and Finance Degree saw a reduction in retention numbers as a result of students deciding to pursue a bachelor's degree, therefore, changing their major to a college transfer program.

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

Identify Retention 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	Inform students of the next credential eligibility to reinforce retention.	Faculty will use current advising records and tracking to inform students of the next credential they are eligible for at each registration period.

Program Review, 2021-22

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

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**
2019-2020	34
2020-2021	46
2021-2022	38

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	1	2.9%	2	4.3%	5	13.2%
American Indian/Alaskan Native, Female	1	2.9%	1	2.2%	0	0.0%
Asian, Female	0	0.0%	1	2.2%	1	2.6%
Caucasian, Female	17	50.0%	21	45.7%	14	36.8%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	7	20.6%	10	21.7%	7	18.4%
Two or More Races, Female	2	5.9%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	28	82.4%	35	76.1%	27	71.1%
African American, Male	1	2.9%	2	4.3%	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	4	11.8%	7	15.2%	6	15.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	2.9%	2	4.3%	4	10.5%
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	6	17.6%	11	23.9%	11	28.9%
Total	34	100.0%	46	100.0%	38	100.0%

Program Review, 2021-22

Ethnicity & Age Range Table	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	1	2.9%	1	2.2%	2	5.3%
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	9	26.5%	12	26.1%	3	7.9%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	5	14.7%	4	8.7%	6	15.8%
Two or More Races, 18-24	2	5.9%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	17	50.0%	17	37.0%	11	28.9%
African American, 25-44	1	2.9%	2	4.3%	3	7.9%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	1	2.2%	1	2.6%
Caucasian, 25-44	10	29.4%	14	30.4%	16	42.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	3	8.8%	8	17.4%	5	13.2%
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	14	41.2%	25	54.3%	25	65.8%
African American, 45-64	1	2.9%	1	2.2%	1	2.6%
American Indian/Alaskan Native, 45-64	0	0.0%	1	2.2%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	2	5.9%	2	4.3%	1	2.6%
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	8.8%	4	8.7%	2	5.3%
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	34	100.0%	46	100.0%	38	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 average number of Accounting and Finance graduates has increased. The last program review saw an average number of completers increase from 33 to 39. This includes certificate, diploma and degree graduates combined. As previously mentioned, the Accounting and Finance program often loses students to college transfer due to the nature of the industry where many staff accountant jobs required a 4-year degree. The faculty of the Accounting and Finance program believe the number of completers has increased over the past three 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 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.

Identify Completer 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	Implementing advisor checkpoints will ideally improve course performance and increase completers.	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.

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, *to include surveys, self-assessments, student licensure/certification, or third-party credentials?. If so, please explain how information collected from the(se) assessments can 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 expectations. 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. A departmental survey has been created to gain additional and more specific information from students regarding the courses in the Accounting and Finance program.

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

Planning Objectives (2019-20; 2020-21; 2021-22 – 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)	Objective(s) Submitted	Use of Results
2019-20	No planning objectives submitted.	Not applicable.
2020-21	Business and Accounting – Laptops and cart	The planning objective was amended to purchase additional carts, instead of laptops. The carts have been received. As of spring 2021, the additional laptop carts have not been used by faculty or students due to classes being held virtually and students not being on campus. Carry forward to the 2021-22 Plan to report assessment. 2021-22 Status Report: Approved for funding. Ordered and coordinated by the Purchasing Director. The planning objective was amended to purchase additional carts, instead of laptops. The carts have been purchased and received. The planning objective was amended to purchase additional carts, instead of laptops. The carts have been received and placed in the classrooms. 2021-22 Use of Results / Assessment: The laptop carts and laptops are currently placed in two classrooms on the 1st floor of the Spruce Building and two classrooms on the 2nd floor of the Spruce Building. The carts are currently being used by faculty teaching courses in multiple areas to include Business, Accounting, Math and English.
2021-22	No planning objectives submitted.	Not applicable.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

The Accounting and Finance program has minimal requirements in the way of equipment. In considering our previous planning objectives, the faculty feels that the future needs would be related to replacement of current equipment. We house a tutoring lab in our building. The lab provides laptops for students to use when they come to campus to use lab services. The laptops need to be replaced from time to time. The tables in the tutoring lab were replaced with tables that allow students and tutors to write on/erase as well as charging the devices used during a tutoring session.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

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. The need for additional faculty positions would only arise with significant growth in enrollment.

13

Program Review, 2021-22

Provide narrative for your program facility needs over the next three years. If facilities are adequate, please confirm.

All hybrid classes for the Accounting and Finance 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 engaging learning environments for students.

Provide narrative for academic / student support services needs over the next three years. *(Are services adequate for your program/service?)*

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 office, 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.

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

The faculty of the Accounting and Finance 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, the accounting and business tutorial lab, recruiting events, diverse instructor industry 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-graduation survey that will be sent 6 months after graduation. The survey will give graduates an opportunity to provide feedback on the program an indicate any concepts that should have been included in the program.

Program Review, 2021-22

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 and approve the Program/Service Review when completed by the responsible program/service personnel.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to read and approve the Review.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to read and approve the Review.

IE Acceptance / Date: _Dorothy Moore_____ 11/7/2022

Dean, Director, or AVP / Date: _Tracy Schmeltzer_____ 11/8/2022

Administrator Approval / Date: _Dr. Brandon M. Jenkins_____ 11/22/2022

Program Review, 2021-22

15