

Los Angeles Southwest College

Program Review

2010

Program: ACCOUNTING

Initiator: Allison P. Moore

Reviewer 1: Leonard Apenahier

Reviewer 2: Angela Jenks

Date first draft of review was completed by initiator: October 25, 2010

Instructions:

- Please answer all relevant areas as thoroughly as possible. Click on hyperlinks (indicated with an underline) to access additional information and instructions.
- **IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY, PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: "NA"**
- The initiator should collaborate with as many department/program members as possible while completing the review.
- Reviewers should give as much feedback as necessary.

WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.

Department Chair

Date

Dean

Date

Vice-President

Date

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Overview of Program Mission

Describe the program's mission as it relates to the [college's mission](#).

The mission of the Accounting discipline is to seek to provide quality instruction and learning and to meet students where they are to the greatest extent possible; to help as many students as possible to achieve an understanding of accounting to enrich their career potential and enrich their personal lives.

Module One: Enrollment Trends

Enrollment

	2007-2008	2008-2009	2009-2010
Day	69	51	99
Evening	118	118	53
Total	187	169	152

Average Class Size

	2007-2008		2008-2009		2009-2010	
	College	Acct	College	Acct	College	Acct
Day	32.0	17.3		25.5		24.8
Evening	27.4	19.7		29.5		26.5
Total	30.3	18.7		28.2		25.3

1.0 Describe the trends in **enrollment and average class size**.

The variation in day enrollments is due to changes in the number of courses offered from year to year. In 07/08 there were 4 day classes, in 08/09 there were 2 and in 09/10 there were 4 day courses offered again. A better analysis is to use not total enrollments but average class size. The average class size is still less than the average class size of the college overall but average day class enrollments increased which is a positive trend for the accounting discipline.

Interestingly, in 07/08 there were 6 night classes and in 08/09 there were only 4 yet enrollments remained consistent from year to year. This is likely due to the fact that the 2 additional courses offered in 07/08 were courses with traditionally low enrollments (Acct 15 and Acct 25). Additionally, the Acct 25 course was a late start course targeted to campus users of Quickbooks accounting software. In 09/10 there were only 2 night classes offered.

1.1 Given the data, what are the implications of these trends for your program? What must be done differently or kept the same given these trends?

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The Accounting discipline needs to work with counseling to continue to work to increase average class size to more closely approximate the college's average class size. However, the increase in class size needs to be in conjunction with increasing the preparedness of the students enrolling in classes in the discipline. It does nothing to improve student success to encourage underprepared students to enroll in accounting courses.

Objective for Module One

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Stabilize enrollments in Accounting discipline Work to increase retention and success rates in Accounting discipline
Planned Activities	Implement SLOs and active learning strategies to increase retention and success rates in Accounting Update offerings in discipline to attract more students
Individual Responsible	Allison Moore
Start Date	Fall 2010
Method of Evaluation	Analysis of trends in retention rates and success rates Analysis of trends in enrollment levels of Accounting discipline

Module Two: Demographics and Student Success

Ethnicity

Ethnicity (%)	2007-2008		2008-2009		2009-2010	
	College	Acct	College	Acct	College	Acct
Asian	1.5	2.1	1.83%	3.0%	2.58%	1.3%
Black/African American	64.1	75.9	65.58%	65.7%	64.03%	74.3%
Hispanic	29.1	15.5	27.03%	15.4%	24.38%	13.8%
Native American	.3	0	1.28%	0.0%	.61%	0.7%
Pacific Islander	.2	0	0.0%	0.0%	0.0%	0.0%
Caucasian/White	.9	1.1	.91%	0.0%	1.12%	2.0%
Other	1.0	1.1	.03%	1.8%	4.68%	0.0%
Unknown/Decline To State	2.8	4.3	3.34%	14.2%	2.59%	7.9%

2.0 Given the data, describe the trend in **ethnicity**. What are the implications for your program?

The Accounting discipline needs to increase enrollments among Hispanic students to better approximate the College's demographics. Further, the Accounting discipline needs to join with College efforts to help both the discipline and the College begin to better approximate the demographics of the LASC service area.

Age

Age Group	2007-2008		2008-2009		2009-2010	
	College	Acct	College	Acct	College	Acct
19 and under	31.6%	11.8%	32.94%	3.6%	27.13%	13.8%
20-24	20.7%	21.4%	21.41%	20.7%	23.55%	25.0%
25-29	12.1%	19.3%	11.91%	22.5%	13.15%	20.4%
30-34	9.1%	10.7%	8.49%	17.8%	9.13%	7.2%
35-39	8.0%	12.8%	7.18%	13.6%	7.33%	7.9%
40-49	12.1%	19.8%	11.21%	17.8%	11.87%	18.4%
50+	6.5%	4.3%	6.86%	4.1%	7.83%	7.2%

Gender

Gender	2007-2008		2008-2009		2009-2010	
	College	Acct	College	Acct	College	Acct
Female	70.31%	67.9%	68.26%	66.3%	68.74%	59.2%
Male	29.69%	32.1%	31.74%	33.7%	31.26%	40.8%

2.1 Given the data, describe the trends in **age and gender**. To what do you attribute the age and gender patterns?

Age: There is no clear trend about the distribution of the ages of accounting students. In some periods, some ages closely approximate the college's general enrollment and then there is a sharp deviation and then it goes back to approximating the college's enrollment data. Given that, no prediction or analysis can be given about the age distribution of the Accounting discipline.

Gender: The Accounting discipline's gender split is more heavily weighted toward males than the college overall. That is a good trend, given that the college is working toward a more equitable gender split more representative of the college's service area demographics. There is no objective evidence of why this trend is occurring.

Retention

To access retention data according to ethnicity, gender, or age group, click [here](#).

	2007-2008		2008-2009		2009-2010	
% Day	66.7%		84.3%		63.6%	
% Evening	72.9%		86.4%		73.6%	
% Total	84%	70.6%	87%	85.8%	82.40%	67.1%

2.2 Given the data, describe the trend in **retention** that can be identified. What are the implications for your program?

Using only the retention data, no trend in retention can be identified. The data is inconsistent. However, additional information that likely impacts the retention data is that in 2008/2009 there was an Accounting tutor providing consistent assistance to Accounting students throughout the course of the year. Thus far in 2010/2011, Accounting students have a dedicated tutor assigned. An analysis of the data from 2010/2011 will be undertaken to see if the availability of an Accounting tutor positively impacts the retention for Accounting students.

Success Rates

To access success rate data according to ethnicity, gender, or age group, click [here](#).

	2007-2008		2008-2009		2009-2010	
% Day	24.6%		47.1%		35.4%	
% Evening	44.9%		41.5%		26.4%	
% Total	58.0%	37.4%	56.4%	43.2%	54.99%	32.2%

2.3 Given the data, describe the trend in **successful course completion** rates.

Success rates for Accounting students are significantly lower than for the College as a whole. As with the data on retention, no trend in success rates can be identified. The data appears to be inconsistent. However, additional information that likely impacts the success rates is that in 2008/2009 there was an Accounting tutor providing consistent assistance to Accounting students throughout the course of the year. Thus far in 2010/2011, Accounting students have a dedicated tutor assigned. An analysis of the data from 2010/2011 will be undertaken to see if the availability of an Accounting tutor positively impacts the success rates for Accounting students.

2.3.1 To what do you attribute this trend in successful course completion? Include any observations from the classroom, school, or community environments.

The students having a tutor available to them for the entire year on a consistent basis who has a background in Accounting.

2.3.2 What are the implications of this trend in successful course completion for your program?

- Continue to have a trained Accounting tutor available to the students.
- Require tutoring as a component of the course when it can be predicted that an Accounting tutor will be available for the duration of the semester in adequate hours to serve enough students at necessary times (morning, afternoon, evening, Saturdays).

Degrees and Certificates Awarded

	2007-2008	2008-2009	2009-2010
Degrees	6	0	0
Certificates	0	0	2
Skills Certificates	1	1	0

2.4 Given the data, describe the trend in **degrees and certificates** awarded.

The courses necessary to earn an Accounting degree have been consistently offered. Further analysis into the other degree programs of the Business department might be necessary to see if those degrees have increased. The Accounting degree is not significantly different from the other degrees offered in the Business department and in fact, could be considered less rigorous due to the lack of an advanced math requirement. Perhaps students are not aware of the Accounting degree as an option.

It is also important to note that Accounting is a significant contributing factor in the award of the following degrees and certificates:

- Business Administration and Finance certificates
- Banking & Finance degree and certificate
- Economics degree and certificate

2.4.1 To what do you attribute this trend in degrees and certificates awarded? Include any observations from the classroom, school, or community environments.

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More awareness by students of the ability to earn the Accounting degree.

2.4.2 What are the implications of this trend in degrees and certificates awarded for your program?

Research needs to be done to determine why no students are applying for and completing a degree in Accounting.

Objective for Module Two

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	<ul style="list-style-type: none"> • Increase the number of Accounting degrees and certificates earned by students
Planned Activities	<ul style="list-style-type: none"> • Update the Accounting degree and certificate programs • Develop an additional certificate program in Non-Profit Management (which would not necessarily be an Accounting certificate but which would increase the number of Accounting enrollments (at least one course would be an Accounting course) and contribute to the overall health of and enrollments in the Business department)
Individual Responsible	Allison Moore
Start Date	January 2011
Method of Evaluation	<ul style="list-style-type: none"> • Completion of the Course Outlines for all courses for the Non-Profit Management certificate program • Application completed to state for new certificate program • Update Accounting degree and certificate programs and have updates approved by Curriculum committee

Module Three: Program Resources

- 3.0 Discuss any needs in facilities, equipment, and/or supplies to support program goals. If requesting additional support, develop an objective.

Updated QuickBooks software in order to offer Accounting 25

WSCH per FTEF

	2007	2008	2009
College	464	521	656
Accounting	422	382	505

- 3.1 Given the data, describe the trend in [WSCH per FTEF](#).

WSCH/FTEF has increased dramatically but has not kept pace with the College. Average class size of Accounting classes will need to increase so that the discipline's WSCH/FTEF will also increase.

- 3.1.1 Describe how this trend will impact your program. Does the program make effective use of its personnel? Include any need for increasing or reducing your program faculty.

Again, work to increase interest and enrollment in Accounting courses and overall in the Business major. An increase in either, preferably both, will have a favorable impact on the Accounting discipline.

3.2 List each faculty member in your program. Mark all professional development activities engaged in by each faculty member in your program since Fall 2005. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Name	Activities (Mark all that apply)	Comments (Optional)
Allison Moore	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
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	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	

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Objective for Module Three

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Increase average class size to increase WSCH/FTEF
Planned Activities	<ul style="list-style-type: none"> • Revamp Accounting degrees • Add and update certificates and degrees that will require Accounting courses
Individual Responsible	Allison Moore, other members of the Business department
Start Date	Spring 2011
Method of Evaluation	Analysis of enrollment data

Module Four: Educational Programs

4.0 Identify all program courses listed in the [catalog](#) that are due to be updated (i.e., course outlines were last updated in 2006 or earlier). Describe plans for updating these outlines. Click [here](#) to access the most recent course outline summary that lists LASC courses and their update status. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Outdated Course	Last Updated	Plan for Updating	Update completion deadline
Accounting 15	2003/2004	Will update and have approved by Curriculum Committee by May 2011	June 1, 2011
Accounting 17	Unknown	Will update and have approved by Curriculum Committee by May 2011	June 1, 2011
Accounting 25	Unknown	Will update and have approved by Curriculum Committee by Feb 2011	Feb 1, 2011

4.1 For courses that have not been offered in over three years, identify your plans for the upcoming year. Provide justification or extenuating circumstances to keep these inactive courses listed. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) Click [here](#) for a list of courses that have not been offered since Fall 2007. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Inactive Course	Action	Comments
Acct 17	<input type="checkbox"/> Recommend Archive <input checked="" type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	Acct degree and certificate programs are being updated and this course will be incorporated into the degree and/or certificates
Acct 21	<input type="checkbox"/> Recommend Archive <input checked="" type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	Acct 21 is a less intense version of Acct I, allowing the student to, with Acct 22, complete Accounting I in two semesters. Some students need the slower pace.
Acct 22	<input type="checkbox"/> Recommend Archive <input checked="" type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please	Accounting 22 is the other half of Acct 21. If Acct 21 remains listed, Acct 22 must remain listed.

	detail):	
Acct 285	<input type="checkbox"/> Recommend Archive <input checked="" type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	This class is independent studies and has the potential to assist students in completing degree programs when the courses are not being offered by the college (students can complete the course independently under a faculty member's supervision). This course is also listed as Acct 185 (1 unit) and 385 (3 units).
Acct 941	<input type="checkbox"/> Recommend Archive <input checked="" type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	This is co-op ed class and efforts need to be made in the Business department to schedule co-op ed courses again.

4.2 Enter new courses that are planned. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) (To add additional rows: Hit "Tab" at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press "Edit-Copy." Click on the blank row and press "Edit-Paste".)

New Course	Justification (check all that apply)
Excel for Accountants	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input checked="" type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):
Accounting for Non-Profit Organizations: Part of a certificate in Non-Profit Management	<input checked="" type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input checked="" type="checkbox"/> Other (please detail): Community need

4.3 Vocational Programs (if applicable; if not, skip to Objective for Module Four)

4.3.1 How does your program meet **labor market demand**? Cite specific examples and sources.

<p>After completing Accounting I students are qualified to work as Accounting Assistants, Accounting Clerks, Accounting Technicians and Assistant Bookkeepers. With work experience, students will be qualified to be Full-Charge Bookkeepers without additional coursework. QuickBooks and Excel for Accountants will greatly assist students in obtaining work. In this economic environment, finding employment with only this level of education will be difficult but not impossible and the students are qualified for employment at this level. This information was obtained from LACCD.edu, monster.com, CareerBuilder.com and various other employment sources.</p>

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4.3.2 Do your program have an **advisory board**? How often does your advisory board meet? When was the last meeting? List outcome(s) of your advisory board meetings.

<p>The Accounting discipline does have an advisory board. The last time the advisory board met was May 2008. Recommendations from the meeting included the following:</p> <ul style="list-style-type: none"> • Plan and institute a certificate in non-profit management • Build an alliance with a tax preparation firm to provide students with employment after completion of the tax accounting course • Become certified as a CTEC provider (California Tax Preparer Education Center)
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4.3.3 What **employment data** do you have that demonstrates the effectiveness of your program?

<p>No employment data has been collected. No attempt has been made to gather any such data.</p>

Objective for Module Four

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	<ol style="list-style-type: none"> 1. Determine impact of educational program on LASC service area 2. Increase depth of Accounting program
Planned Activities	<ol style="list-style-type: none"> 1. Complete the tasks assigned at the last Advisory Board meeting 2. Make plans to hold an advisory board meeting 3. Plan and conduct research regarding employment data (section 4.3.3) 4. Complete update of course outlines 5. Complete course outlines for new courses (Excel for Accountants and non-profit courses) and certificate in Non-Profit Management
Individual Responsible	A. Moore
Start Date	Feb 2011
Method of Evaluation	<ol style="list-style-type: none"> 1. Course outlines written and approved; new certificate approved 2. Advisory Board meeting held 3. Collect definitive data on section 4.3.3

Module Five: Student Learning Outcomes (SLOs)

- 5.0 Identify 2-5 [student learning outcomes](#) for each of the **degree programs** you offer and provide an [assessment strategy](#) for each outcome. In the following chart,
- Indicate the assessment strategy and when assessment will occur (Fall 2010/Spring 2011)
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meetings as evidence of this dialog).

LASC Institutional SLOs

1. Communication (Oral and Written Skills)
 - use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
2. Cognition (Reading Comprehension, Computational Skills, and Critical Thinking)
 - use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
3. Information Competency (Information Competency and Technological Literacy)
 - utilize research skills necessary to achieve educational, professional, and personal objectives.
4. Social Responsibility (Responsible Citizenship and Valuing Diversity)
 - demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
5. Personal and Professional Development (Employability and Confidence Building)
 - demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

- If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to. Click [here](#) for a link to all of the degree/certificate programs that should have at least 2 SLOs. Click [here](#) to see a sample entry for this form.

If your program offers more than one degree, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Program Title:				
Program SLO	Target Courses to be Assessed	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
1. Accumulate, record and analyze financial data;	Acct I Acct II	<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2. Prepare accurate reports following	Acct I Acct II	<input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

generally accepted accounting principles and ethical standards of the profession for decision making and regulatory compliance;				<input type="checkbox"/> 5
3. Analyze financial reports and communicate the results to both financial and non-financial stakeholders;	Acct I Acct II	<input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4. Understand accounting and business terminology used in business scenarios, and be proficient with commonly used office software programs;	Acct I Acct 25	<input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5. Use critical thinking skills to decode, evaluate and analyze the ethics of an accounting scenario and convey understanding and analysis of the scenario	Acct II	<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5

through effective written communication.			
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5.1 List each course in your program as well as each course’s SLOs according to the most recent course outline of record. (Click [here](#) to access a master list of all courses and recorded SLOs.) Indicate whether the course SLO ties directly to a program SLO. Indicate whether the course SLO ties directly to an institutional SLO.

If the course ties in to multiple degree programs with separate SLOs, use the text box to describe the relationship between the course SLO, program SLOs, and Institutional SLOs.

To add additional rows for more courses: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the rows above (for the course, three SLOs and check boxes) and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.

Course Name, Number, and SLOs	Related Program SLO (mark all that apply)	Related Institutional SLO (mark all that apply)
<p><i>Example:</i></p> <p>Course name: Chemistry 51</p>	<p>SLO 1: Demonstrate proficiency in performing conversions within the metric or English systems, or between the English and metric systems. (70% meets expectation)</p> <p>SLO 2: Demonstrate proficiency in naming a compound given its chemical formula or vice versa (70% meets expectation)</p>	<p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p>
<p>Course name: Accounting I (Introductory Accounting I)</p>	<p>SLO 1: Upon completion of this course, students are expected to be able to understand the conceptual and regulatory framework of accounting and to develop the ability to analyze and record business transactions including:</p> <p style="margin-left: 20px;">a. Demonstrate understanding of the accounting cycle by analyzing transactions, journalizing and posting, completing a trial balance, preparing adjusting entries, completing a worksheet, preparing financial statements, and closing the books.</p> <p style="margin-left: 20px;">b. Demonstrate the accounting transactions, inventory calculations, and financial statements specific to a</p>	<p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3</p>

	<p>merchandising company.</p> <p>c. Calculate receivable valuation using common methods and journalize receivable transactions for valuation, recognition and disposal.</p> <p>d. Calculate and journalize the acquisition, allocation of costs, and disposal of long-term assets using a variety of depreciation and amortization methods.</p> <p>e. Identify current and long-term liabilities and complete the payroll process including computing and journalizing of payroll transactions.</p> <p>f. Differentiate between the financial statements and accounting for sole proprietorships', partnerships and limited liability companies.</p>		
	SLO 2: Identify the basic accounting equation and describe introductory accounting concepts, principles, and assumptions.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 3: Explain basic internal control principles.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Accounting II (Introductory Accounting II)	SLO 1: Prepare calculations, journal entries, and financial statements for corporate transactions.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 2: Apply the basic concepts of managerial accounting.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Use concepts of costs terms and behavior.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Accounting 11 (Cost Accounting)	SLO 1: Analyze the basic principles and procedures of cost accounting as it relates to manufacturers	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 2: Solve problems in the subject areas of Process Cost Systems and Job Order cost systems using both historical costs and standard costs	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3

	SLO 3: Solve problems in the areas of direct costing and absorption costing	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 4: Analyze the functions of cost accountants on the management team	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 5: Identify the types of accounting forms and manufacturing job titles typical to the manufacturing firm	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
Course name: Accounting 15 (Tax Accounting)	SLO 1: Prepare a federal income tax return in proper form according to current federal tax rules and regulations.	Program SLOs: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 Tax Certificate SLOs: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 2: Prepare a California income tax return in proper form according to current California tax rules and regulations.	Program SLOs: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 Tax Certificate SLOs: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 3: Research and analyze a specific tax situation to develop and communicate proper tax treatment.	Program SLOs: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 Tax Certificate SLOs: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
Course name: Accounting 17 (Payroll Accounting)	SLO 1: Payroll and Personnel Records a. Identify the payroll and personnel records that provide the information required by federal and state payroll tax laws. b. Use the procedures employed in a typical payroll accounting system. c. Explain the importance of a thorough record-keeping system.	Program SLOs: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 2: Compute gross and net pay for employees a. Describe the basic payroll accounting procedures used in computing wages and salaries and the time-keeping methods used to record hours expended. b. Use computer software to compute gross pay, withholdings, net pay, update payroll	Program SLOs: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3

	records, and record and post accounting entries.		
	<p>SLO 3: Taxes Affecting Employees and Employers</p> <p>a. Identify federal and state income tax laws and their application to payroll accounting practices.</p> <p>b. Identify the social security laws and their application to payroll accounting practices.</p> <p>c. Compute the amount of social security tax due on wages and salaries in regard to current rates and ceilings.</p> <p>d. Determine the due date for making timely payroll tax deposits.</p> <p>e. Compute the amount of income tax on wages regarding marital status and withholding allowances.</p> <p>f. Complete quarterly and annual reports.</p> <p>g. Identify federal and state unemployment compensation tax laws and their application to payroll accounting practices.</p>	<p>Program SLOs:</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4</p> <p><input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5</p> <p><input checked="" type="checkbox"/> 3</p>	<p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4</p> <p><input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5</p> <p><input checked="" type="checkbox"/> 3</p>
<p>Course name:</p> <p>Accounting 21</p> <p>(Bookkeeping & Accounting I)</p>	<p>SLO 1: To understand the conceptual and regulatory framework of accounting and to develop the ability to analyze and record business transactions including:</p> <p>a. Demonstrate understanding of the accounting cycle by analyzing transactions, journalizing and posting, completing a trial balance, preparing adjusting entries, completing a worksheet, preparing financial statements, and closing the books.</p> <p>b. Demonstrate the accounting transactions and financial statements specific to a merchandising company.</p>	<p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4</p> <p><input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5</p> <p><input checked="" type="checkbox"/> 3</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 4</p> <p><input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5</p> <p><input checked="" type="checkbox"/> 3</p>
	<p>SLO 2: Identify the basic accounting equation and describe introductory accounting concepts, principles, and assumptions.</p>	<p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5</p> <p><input type="checkbox"/> 3</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 4</p> <p><input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5</p> <p><input checked="" type="checkbox"/> 3</p>
<p>Course name:</p> <p>Accounting 22</p>	<p>SLO 1: To understand the conceptual and regulatory framework of accounting and to develop the ability to analyze and record</p>	<p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4</p> <p><input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5</p> <p><input checked="" type="checkbox"/> 3</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 4</p> <p><input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5</p> <p><input checked="" type="checkbox"/> 3</p>

<p>(Bookkeeping & Accounting II)</p>	<p>business transactions including:</p> <p>a. Demonstrate the accounting transactions, inventory calculations, and financial statements specific to a merchandising company.</p> <p>b. Calculate receivable valuation using common methods and journalize receivable transactions for valuation, recognition and disposal.</p> <p>c. Calculate and journalize the acquisition, allocation of costs, and disposal of long-term assets using a variety of depreciation and amortization methods.</p> <p>d. Identify current and long-term liabilities and complete the payroll process including computing and journalizing of payroll transactions.</p> <p>e. Differentiate between the financial statements and accounting for sole proprietorships', partnerships and limited liability companies.</p>		
	<p>SLO 2: Identify the basic accounting equation and describe introductory accounting concepts, principles, and assumptions.</p>	<p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3</p>
	<p>SLO 3: Explain basic internal control principles.</p>	<p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p>	<p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3</p>
<p>Course name: Accounting 25 (Automated Accounting Methods and Procedures)</p>	<p>The primary learning outcome for Acct 25 is for students to be able to demonstrate a basic understanding and application of a computerized system in completing accounting functions such as the accounting cycle and financial statement preparation. Upon entering the class, students are expected to know basic accounting principles and practices and understand basic computer literacy. As a result of completing this course, students will:</p> <p>SLO 1: Apply these accounting principles</p>	<p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3</p>	<p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3</p>

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	and practices in a computerized accounting information system		
	SLO 2: Summarize how to setup the selected accounting software program for a specific client.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 3: Students will use accounting software to: a. Enter and pay bills; b. Record sales on account and cash sales; c. Record adjusting entries and print trial balances; d. Print financial statements and supporting schedules. e. Track and report inventory balances. f. Reconcile cash accounts and print a reconciliation report.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3

- 5.2 Identify 2-5 Student learning Outcomes for any [certificate programs](#) within your area. In the following chart,
- List the certificate program, SLOs, and target courses.
 - Indicate the assessment strategy and when the assessment will occur (**Fall 2010 or Spring 2011**).
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meeting as evidence).
 - If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

If your program offers more than one certificate, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate Program: Bookkeeping				
SLO 1: Upon completion of this program, the student will be able to enter basic accounting transactions into an	Acct 25	<input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

accounting software program.				
SLO 2: Upon completion of this program, the student will be able to consolidate accounts on a monthly basis to track business income and expenses.	Acct I	<input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 3: Upon completion of this program, the student will be able to compare and contrast the financial information prepared for different types of business entities.	Acct I	<input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate Program: Income Tax Form				
SLO 1: Upon completion of this program, the student will be able to prepare and assemble federal and California individual income tax returns.	Acct 15	<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011 Acct 15 is not currently on the schedule		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 2: Upon completion of this program, the student will be able to research federal and state tax issues and communicate the results.	Acct 15	<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011 Acct 15 is not currently on the schedule		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 3: Upon completion of this	Acct 15	<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2

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program, the student will be able to Advise and assist individual clients with federal and state income tax returns and tax planning.		Acct 15 is not currently on the schedule		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
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5.3 How are course and/or program student learning outcomes communicated to students?

On individual course syllabi
College Catalog (upcoming edition)
Faculty webpage

5.3.1 How do you measure whether students understand what the outcomes mean?

Unknown

5.3.2 If applicable, how can students self-assess using rubrics, etc. in relation to the SLOs.

The rubrics for the writing assignments are passed out to students and discussed in class to ensure student understanding and to be used as a reference guide in the preparation of the assignment. They will also be posted on the faculty webpage.

5.4 How will the results of assessment be used for planning and decision-making? How were the results discussed both internal and external to your program? Did students participate in the reviews of outcomes, criteria, curriculum design, or related activities? If so, describe.

Results of assessment will be used to modify delivery methods to encourage greater student success.
No formal assessments have been done yet.

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Objective for Module Five

Write an objective, if applicable, to address future plans to develop, assess, and/or improve Student Learning Outcomes. List any objectives resulting from SLO assessment analysis. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	<ol style="list-style-type: none"> 1. To further refine the SLOs for each course, program and certificate. 2. To further refine the relationship between the SLOs on the various levels. 3. To develop assessment methods for each SLO and conduct formal assessments.
Planned Activities	<ol style="list-style-type: none"> 1. Further refinement of the SLOs for each course, program and certificate. 2. Further refinement of the relationship between the SLOs on the various levels. 3. Continue to develop assessment methods for each SLO and conduct formal assessments following the schedule outlined by the SLO Committee
Individual Responsible	Dr. Allison Moore, Accounting faculty
Start Date	Fall 2010, in process
Method of Evaluation	<p>Writing Assignments</p> <p>Embedded Assessment in Exams</p>

Module Six: Student Feedback

6.0 Data collection

6.0.1 How many surveys were collected from students?

None - N/A. No student feedback has been collected

6.0.2 How many students participated in focus groups?

N/A

6.0.3 How many students participated in interviews?

N/A

6.0.4 How many students participated in other activities in which students provided feedback to your program? Describe these activities.

None

6.1 Describe the results of the data accumulated in the above methods.

N/A

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Objective for Module Six

Write an objective, if applicable, to address student feedback and concerns. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Gather student feedback to collect data needed to address the needs, interests and satisfaction levels of Accounting students
Planned Activities	1. Conduct a survey 2. Analyze the results and make program adjustments as necessary to responsibly respond to student's needs
Individual Responsible	A. Moore
Start Date	April 2011
Method of Evaluation	Survey; likely online

Module Seven: SWOC

Based on your program review, summarize:

Program Strengths

1. Helping students develop the skills to successfully transfer to 4 year universities and qualify for employment after the completion of Accounting I and/or II.
2. Helping students develop the skills necessary to remain employed and increase their job skills, thus giving them additional job stability.

Program Weaknesses

1. Must increase enrollment - average class size is increasing but is still below college average class size
2. Retention and success rates are below the college averages and are below the statewide averages as well
3. Program lacks depth and unique and interesting options - both should increase enrollment levels of core courses (Accounting I and II)

Program Opportunities

1. Goldman-Sachs grant
2. College, District, and National interest in vocational education programs including Accounting
3. Innovative programs and strategies to help students to succeed given a minimum level of preparation. There is a need to determine what this level of preparation is.

Program Challenges

1. Lack of depth in the Accounting program
2. Lack of faculty (only 1 faculty member in the discipline)
3. Assessment of students have shown that a large percentage of Accounting students are assessing far below the reading and comprehension level necessary to successfully complete the courses

Module Eight: Objectives from 2008-2009 Mini-Review

8.0 List each of the objectives from your program’s 2008-2009 mini-review. (Click [here](#) to access the objectives from the mini-reviews.) Indicate the current status and outcome of each objective. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Objective	Status Completed = C In Progress = IP Not Implemented = NI	Outcome If “C” evaluate the result If “IP” evaluate the status and plans for continuation of the objective If “NI” state whether the objective will be pushed to the next year or dropped entirely and the rationale behind the decision
Increase depth of accounting program (more courses, additional certificate programs, update existing certificate programs)	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	Work is being done to complete the objective and will continue.
Increase average class size	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	Average class size has increased but not to the level of the college’s average class size. There is a need to determine an optimal class size for both the college and for the Accounting discipline, if such a thing can be determined through the use of data.
Increase student retention and success	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	Work is being done to increase student success such as more intensive tutoring support, potential development of supplemental instruction for Accounting students, use of and assessment of the SLOs and use of more active learning strategies.

Module Nine: 2010 Program Review Objectives

9.0 Rank and list all objectives that have been developed in this program review.

Rank	Objective	Planned Activities	Individual Responsible	Start Date	End Date
1	Work to increase retention and success rates in Accounting discipline / further refine the Accounting SLOs to promote retention and success rates	<p>Implement SLOs and active learning strategies to increase retention and success rates</p> <p>Further refinement of the SLOs for each course, program and certificate.</p> <p>Continue to develop assessment methods for each SLO and conduct formal assessments following the schedule outlined by the SLO Committee</p> <p>Consider use of prerequisites</p> <p>Continue to solidify the relationship between Accounting and the Academic Success Center</p>	Moore	Fall 2010	Ongoing

2	Increase the number of Accounting degrees and certificates earned by students	<p>Update the Accounting degree and certificate programs</p> <p>Develop an additional certificate program in Non-Profit Management (which would not necessarily be an Accounting certificate but which would increase the number of Accounting enrollments (at least one course would be an Accounting course) and contribute to the overall diversity of and enrollments in the Business department)</p>	Moore	Fall 2010	Spring 2011
3	Gather student feedback to collect data needed to address the needs, interests and satisfaction levels of Accounting students	<p>Conduct a survey</p> <p>Analyze the results and make program adjustments as necessary to responsibly respond to student's needs</p>	Moore with the assistance of the Institutional Research department	April 2011	June 2011
4	Stabilize enrollments in the Accounting discipline and increase average class sizes	<p>Update offerings in discipline to attract more students (courses, certificates and degree)</p> <p>Add and update certificates that will require Accounting classes</p>	Moore	Fall 2010	Fall 2011

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5	Determine impact of educational program on LASC service area	Plan and conduct research regarding employment data	Moore with assistance from Institutional Research	Spring 2011	Fall 2011
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Module Ten: Resource Priority Requests

Note: All resources requests must be linked to a program objective and to a [strategic plan goal/objective](#).

Rank	Resources Requested	Quantity/ Units	Program Objective Number Related to this Request	Strategic Goal/Objective Number Related to this Request	Rationale for the Request	Anticipated Total Cost
1	QuickBooks software	25 – 35 licenses	2	6.2	Current version of software must be purchased in order to teach Acct 25 which is on the schedule for Spring 2011.	\$750
2	Tutor for Accounting students	1 student worker	1	2.2	(Limited) data collection has shown that student success rates are improved by the consistent availability of an Accounting tutor	~\$12 per hr \$4,500 per semester \$9,000 annually

Concluding Comments and Recommendations

- 1. Discuss any special program accomplishments or achievements that have not already been addressed.**

All accomplishments have been noted.

- 2. Discuss anything else you would like to share about your program that has not already been addressed.**

N/A

- 3. List a minimum of (3) recommendations for the program.**

1. Continue to work to increase retention and success rates
2. Continue to increase depth of Accounting discipline
3. Develop a Non-Profit certificate; update other certificates and the Accounting degree.
4. Work with other disciplines within the Business department and in the College as a whole to incorporate Accounting classes into those degrees and certificates. Suggest developing Accounting courses that complement other programs.