



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Department/Program Title: Accounting/Business/International Business

Date submitted: 3/21/14

0. Key Findings: For Cañada College to have a World Class Business program, resources are required: to attract World Class professors, to offer additional on-line classes, to create and maintain community and industry support.

1. Planning Group

List of names and positions:

Leonor Cabrera – Associate Professor, Accounting, FT

Candice Nance – Assistant Professor, International Business, FT

2. Writing Team and Contact Person:

Leonor Cabrera – Associate Professor, Accounting, FT

Candice Nance – Assistant Professor, International Business, FT

3. Program Information:

A. Program Personnel

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

FT Faculty Leonor Cabrera – Associate Professor, Accounting, FT

Candice Nance – Assistant Professor, International Business, FT

PT Faculty Anissa Gawad, Accounting. Dick Claire, Accounting. Mike Habeeb, Business.

B. Program mission and vision

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

The Accounting / Business / International program introduces the fundamental concepts and practices of business to develop a broad-based practical understanding of its context, purpose and underlying functional areas: accounting, finance, marketing and management. Whether an entrepreneur, new business manager or a professional seeking a career transition with greater business responsibility, these certificates offer required knowledge and techniques that are consistent with modern principals and best practices, providing skills that can be used immediately.

C. Expected Program Student Learning Outcomes



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Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.

1. ILO #1: CRITICAL AND CREATIVE THINKING

a. PLO #1: Design and manage business documents using current technology to engage in creative problem solving.

Assessment tool: Group project assignments requiring creative thinking activities using software such as Microsoft Office (i.e. Word, PowerPoint, Excel, etc.)

2. ILO #2: COMMUNICATION SKILLS

a. PLO #2: Communicate an understanding of business concepts professionally through written, oral and visual presentations using current technology.

Assessment tool: Individual and group presentations covering current and specific course topics.

3. ILO #3: DIVERSITY

a. PLO #3: Recognize ethical behavior in their chosen profession and behave in a socially responsible manner.

Assessment tool: Assessment tools vary according to the course taught.

Generally assessment tools require a case study with verbal or written discussion.

Additionally, many courses use ethical simulation exercises in class.

4. ILO #4: ANALYTICAL SKILLS

a. PLO #4: Analyze business issues, interpret financial data and identify economic trends.

Assessment tool: Students are required to read current business articles and participate in a class discussion. Homework assignments, quizzes, exams and in-class exercises require students to interpret financial data.

Accounting Department – SLO process complete (cannot determine how to add report to sharepoint). Report added to the end of this report.

Business Department – SLO process incomplete – Professor retired and did not complete process. New Business hire will be asked to add data and complete process.

International Business – SLO process incomplete – Professor hire date mid semester and required to complete new Curriculum; process to be completed 12/31/2014



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Coop Education – no SLO data provided by Coop Department.

4. Response to Previous Annual Program Plan & Review

Tool: <http://sharepoint.smccd.edu/SiteDirectory/canio/ipc> (log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

Guideline: Original documents can be linked or attached, as needed.

Curriculum Offerings Feedback: “Status of SLOAC plan and analysis needs to be more in-depth. Curriculum development plan and analysis are incomplete.”

Response: First, we are requesting in-depth coordinated training for all full-time faculty members on TracDat and SLOAC assessment skills. Without the proper knowledge, faculty members are unable to meet this requirement. Secondly, last year’s annual program review was written by one out of the two full-time experienced faculty members (Cabrera and Trugman), leading to incomplete analysis of the curriculum development plan. Our third full-time faculty member was hired mid-year and was required to develop new curriculum for the new International Business Program and could not participate in the standard annual program review process.

Program Level Data Feedback: “Trends on data packets needs more analysis and planning. Program performance not addressed. PLO assessment plan and results need to be addressed.”

Response: In the last program review we requested thirty hours with the campus researcher to review and analyze data packets and to request additional information. Our request was not met.

Action Plan Feedback: “Reflections on Dept./Program needs and goals needs more in-depth analysis. Action plan for next year not addressed.”

Response: Lack of experienced full-time faculty prevented a dynamic strategy for the program. As stated above, current faculty members need additional training in assessment skills in order to complete the guidelines listed in the action plan section.

Faculty and Staff Hiring Needs Feedback: “Justification is missing data. Dept./Division/College needs not addressed.”

Response: Additional data is included in the resource identification section later on in this report to address this feedback.

Professional Development Needs Feedback: No comments.

Response: No response required.

Classroom and Instructional Equipment Needs: “Does not address previous program plan.”



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Response: Our requests in this section included detailed requests about what equipment was needed and why for the following year.

Office of Planning, Research and Student Success Data Needs Feedback: “Justification not addresses.”

Response: In order to meet the college’s ILO’s, additional data is required because current data packets do not provide in-depth data to analyze the multiple programs within business and individual class sections and offerings.

Facility Needs: No comments.

Response: No response required.

5. Curricular Offerings (*current state of curriculum and SLOAC*)

All curriculum and SLOAC updates must be completed when planning documents are due.

SLOAC = Student Learning Outcomes Assessment Cycle

Tools: **TracDAT folders in SLOAC**

sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Curriculum Committee <http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/>

A. Attach the following TracDat and Curriculum data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDAT folders in SLOAC SharePoint).

ACTG 100 – Fall 2014
ACTG 121 – Fall 2014
ACTG 131 – Fall 2014
ACTG 180 – Fall 2014
ACTG 200 – Fall 2014
ACTG 672 – Fall 2014
ACTG 695 – Fall 2014
BUS 100– Fall 2015
BUS 101– Fall 2014
BUS 103 – Fall 2014
BUS 108 – Fall 2014
BUS 115 – Fall 2015
BUS 150 – Fall 2014
BUS 180 – Fall 2015
BUS 201 – Fall 2015

BUS 230 – Fall 2015
BUS 335 – Fall 2015
BUS 337 – Fall 2015
BUS 338 – Fall 2015
BUS 339 – Fall 2015
BUS 379 – Fall 2015
BUS 381 – Fall 2015
BUS 393 – Fall 2015
BUS 395 – Spring 2014
BUS 695 – Fall 2015
MGMT 100 – Fall 2015
MGMT 204 – Fall 2015
MGMT 215 – Fall 2015
MGMT 220 – Fall 2015
MGMT 695– Fall 2015

- List courses with COR’s over 6 years old (attach documents from Curriculum Committee)
All COR’s have been updated and processed through the Curriculum Committee.



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All three college Accounting programs have agreed to have one district wide advisory committee and to have all duplicated courses streamlined with the same SLO's. Sharing resources among the three campuses.

B. Identify Patterns of Curriculum Offerings

Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

Our accounting program must be robust, offering a variety of certificates and courses. An additional full-time faculty member is being requested in Fall 2014 to begin increasing enrollment, adding more courses, online and F2F. As of Mar 20, one new certificate, the payroll certificate, and the AIPB course preparation are being processed through curriculum.

The curriculum offerings:

Fall semester: ACTG 100 day, ACTG 100 online, ACTG 121 day & night, ACTG 131 night, ACTG 200 day, and ACTG 180 night.

Spring semester: ACTG 100 day, ACTG 100 online, ACTG 121 day & night, ACTG 131 night, ACTG 200 night, and ACTG 180 Saturday.

New courses offered in Spring: ACTG 250 Prep class – night and ACTG 301 – International Finance – online.

Accounting offerings are scheduled each semester; due to low enrollment and lack of marketing, some classes have been cancelled. The addition of an online ACTG 100 in the Fall is a new addition and will offset a possible cancellation of ACTG 100 at night.

The offering of an AIPB preparation course will be offered during the Spring Semesters only – UC extension currently offers the AIBP preparation course during the Fall semester; offering the Cañada course minimal competition.

Core business courses for the Business AD-T, Associates and Certificate will be offered on an annual, if not semester basis. With the hiring of a new full-time business faculty member we will be brainstorming new ways to increase completion rates for our programs. Our business department will also be offering courses over the summer to capture students who may not normally attend Cañada during the traditional academic year and to expand our course offerings to current students.



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International Business courses will be offered on a one-year completion cycle. BUS 335 and BUS 230 will eventually be offered each semester. The remaining international business courses will be cycled each fall or spring accordingly to enable the one-year completion timeframe.

Management Classes will be offered in the following cycle: Fall Yr 1 – MGMT 100, Introduction to Management. Spring Yr 1 – Human Resource Management. Fall Yr 2 – Organizational Behavior. Spring Yr 2 – Supervising Employees.

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.

Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:

- Describe trends in the measured parameters.
- Reflect and analyze causes of trends.

GENERAL COMMENTS FOR IMPROVEMENT OF EFFECTIVENESS OF DATA PACKETS:

- Data packets need to include an option for academic year analysis, not just semester by semester.
- Data packets need to include information on summer data.
- Data packets need to list what courses are being analyzed in the reports.
- Data packets for BUS need to separate out international business courses and management courses for separate analysis.
- Data packets need to include a heading or footer indicating which time period is being represented. When you print out spring and fall, it is difficult to identify which packet is which.

ACCOUNTING:

In order to increase enrollment and load, Fall 2013 only one ACTG 121 class was offered during the day. This boosted enrollment from 20 students in two day class to over 40 in one day class.

Strict enrollment management was implemented and ACTG 200 and ACTG 180 offered during the Fall 2013 were also cancelled. Increasing the number of students in ACTG 180 Spring to over 40 students.



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By offering the AIPB preparation course in the Spring, this will attract students from a variety of campuses in the Bay Area in addition to those individuals who want to add “Certified Bookkeeper” to their resume. In addition, the creation and offering of the Payroll Certificate will increase the number of students with career development as their goal.

BUSINESS:

According to fall 2012 data, our student headcount is up from 185 to 219, an increase of 18%. Total course enrollments and number of course offerings are consistent with years prior. The number of section offerings has increased back to fall 2010 levels of 9 section offerings. Lastly the average enrollment per section has increased from 26.6 to 28.8 students. With the downturn in the economy, more students enroll in college.

INTERNATIONAL BUSINESS:

International business courses were not offered in 2012-2013. However, even if they were, current data packets do not segregate international business classes from regular business classes so the international business program will not be able to be reviewed.

MANAGEMENT:

Management courses were not offered in 2012-2013. However, even if they were, current data packets do not segregate management classes from regular business classes so the management program will not be able to be reviewed.

B. Analyze evidence of Program performance. Explain how other information may impact program (examples are business and employment needs, new technology, new transfer requirements) Tool: TracDAT folders in SLOAC
sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Guidelines:

- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

In order to build a robust business program, our PLO’s reflect higher-level thinking assessment tools that go above and beyond traditional methods such as exams. Assessment tools are built around employer needs, such as critical thinking, team leadership and problem solving. In spring of 2013, Cabrera and Nance worked together to update our PLO’s to include the four listed earlier in this report. We reduced the PLO’s from six to four. Additionally, we revised our PLO’s to align with the college ILO’s.



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Our PLO assessment plan will rotate assessments across each PLO per semester.

- PLO #1 – Fall 2014
- PLO #2 – Spring 2015
- PLO #3 – Fall 2015
- PLO #4 – Spring 2015

In order to meet the needs of community college students, our department plans on offering additional distance education courses. Working adults and students with children require the flexible schedules provided by online education. Employers demand candidates proficient with standard office technology. We have revised our PLO's and SLO's to expose students to the uses of technology in the business environment. Additionally, we have submitted the paperwork for the AD-T in business. We are also converting our certificates to stackable certificates.

C. Other Considerations

Summer session provides classes to Cañada students and University students returning home for the summer. An opportunity exists to increase enrollment by offering online accounting courses. A robust business department requires part-time faculty who have the credentials and desire to teach online in order to compete with the other community colleges in the Bay Area.

7. Action Plan

Include details of planning as a result of reflection, analysis and interpretation of data.

Guidelines:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.
 - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - > Describe what you expect to learn from the assessment efforts.

Program Student Learning outcomes cannot be accurately assessed at this time due to the revision in spring 2013 of our PLO's. Please see our scheduled assessment plan above.

ACCOUNTING:



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We will continue to increase enrollment in our accounting program and add niche classes benefiting students seeking employment in the field. For example, many small businesses in the area use: QuickBooks on line Enterprise software, billpay.com, myob and other accounting software designed for small businesses. Therefore, the creation of one or one half unit classes will assist students when seeking employment and encourage current community members to update their skills or learn new accounting specific software.

Creating and offering online accounting courses is in the plan, beginning with ACTG 100 (offered Fall 2014) and ACTG 301 (offered Spring 2015). Once the fulltime accounting faculty member is hired, the plan includes offering all accounting and management classes online.

Preparing students for employment is a goal of the Accounting Department. Adding the AIPB preparation exam will increase visibility, which will increase enrollment and branding Cañada as having a world-class business program.

BUSINESS:

While we are continually making improvements as able to the business program, we will wait to incorporate the ideas of the new full-time business when they are hired.

INTERNATIONAL BUSINESS:

We will continue to partner with Skyline College and with the Center for International Trade and Development (CITD) to align and compliment our programs in the district. This program is being built as Cañada College's first completely online certificate, which requires coordinating with student services to better accommodate the needs of distance education students. Slight changes to the curriculum are to be expected over the next couple of years to better synchronize the program with student, community and employer needs.

MANAGEMENT:

The goal is to offer each management class online, therefore, creating and preparing courses is the main action plan item.

A Business Management certificate was updated as of Spring 2014. Data indicates that 70% of students choosing business as a major choose management as an emphasis. Marketing of the certificate and classes will begin in Fall 2014. A Management Advisory Committee will be added by Spring 2015; which will indicate what additional skills employers want from our students. Additional certificates and classes may be offered in the future.

8. Resource Identification

A. Faculty and Staff hiring requests

Guidelines:



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- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

HIRING REQUEST:

Full-time tenure track Accounting Professor; with the changes in curriculum (AIPB prep course and Payroll Specialist Certificate) and the online course offerings: ACTG 100, and ACTG 301. The goal is to offer ACTG 180 payroll and ACTG 200 QB in Fall 2016. Also, an Honors course has been requested and development requires planning and research.

Additionally, the Accounting professor with the assistance of the Advisory Committee raise funds to offer an Accounting scholarship (neither funded nor supported by Cañada or the District Foundation) with a Fall Monopoly Tournament. This is a scholarship that has awarded seven \$500 scholarships since it's inception.

Maintaining the Advisory Committee has required the current full-time faculty member to carry much of the cost of the event, in addition to planning, the Committee has made recommendations that until Spring 2015 the department has not been able to implement due to the lack of full-time faculty. Part-time faculty have other responsibilities and cannot be held responsible for supporting the college mission of maintaining Advisory Groups.

With the addition of new accounting courses (including an accounting Honors) and certificates there is a sufficient load for two full-time accounting faculty members. Adding the management program back into circulation offers a variety of courses (when a change is requested) for the entire Business department.

Specialized knowledge is necessary to teach accounting; an accounting professor has the expertise to teach general business courses while the same is not true for general business professors. Therefore, cross-teaching of courses is difficult.

The change in CPA requirements as of January 2014 requires additional units in ethics to be added. This results in a need of Ethic specific courses to be taught in Accounting. Curriculum must be developed, determination of what topics should be included, and information gathered from the Accounting Advisory committee is necessary.

The additional cost of a full-time faculty member will be offset by the current cost of part-time faculty. Also, the addition of full-time faculty may offset cost by adding sections and online courses which will increase enrollments.

Teaching QuickBooks in the current classroom 13-214 requires an instructional aide to sit at the instructor's computer and "DRIVE" while the instructor lectures and assists students. The requirement is for the instructional aide to have passed QuickBooks with a B or better.



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COORDINATION TIME:

Request 2 - 3 units of revolving coordination time each semester allowing each professor (on a rotating basis) to align and update curriculum offerings, create community contacts, discover internship opportunities for students, and increase the effectiveness of our course scheduling across multiple disciplines, such as economics, math and English. Additionally, there are a vast amount of curriculum updates that need to be done for a majority of the business, international business and management offerings – such as SLO updates, stackable certificates, and state paperwork. This is much more work than can be done on top of a full semester workload.

Additional accounting software courses have been suggested by the Accounting Advisory Committee. While these are not the most well-known programs they do have an audience in the small business category. For example there are multiple less expensive software programs for recordkeeping, similar to QuickBooks: MYOB, XERO, and Salesforce.com. Possibly a one unit or half unit course could be added to our offerings.

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

LEONOR CABRERA, Accounting:

- @One Online Teaching Certification <http://www.onefortraining.org/certification>
 - The addition of professional development in the distance education arena supports the department's SLOs, PLOs and Cañada College's ILOs.

CANDICE NANCE, International Business:

- Certified Global Business Professional (CGBP) Credential
 - Cañada College's International Business Program can work to become a certified CGBP training center with a faculty member holding this credential. This will increase the integrity and enrollment in this online certificate/degree.
- University of North Carolina's Center for International Business Education and Research (CIBER) Conference



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- Networking with other professionals in the field and continuing the work of the CIBER seed grant awarded to Nance
- NAFSA Association of International Educations National and Regional Conferences
 - Networking with professionals in international education and seeking funding and partnership opportunities.
- @One Online Teaching Certification <http://www.onefortraining.org/certification>
 - Building a credible and efficient online training system for students in the International Business Program, increasing student retention online.
- Structured Teaching Online Training (STOT) I & II Training, SMCCCD District
 - Building a credible and efficient online training system for students in the International Business Program, increasing student retention online.

PART-TIME FACULTY:

Two of the part-time faculty professors has completed STOT 1 and will continue with STOT II when offered. (Claire & Fraser)

C. Classroom & Instructional Equipment requests

Guidelines:

- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
- Explain how it will serve Department/Program/Division/College needs.
- List the requests (item description, suggested vendor, number of items, and total cost).
- List special facilities and equipment that you currently use and require.

CLASSROOM FACILITY REQUEST:

Availability of a classroom that the Business Program can use, which includes the following: capacity of 45 students, also computers for the students to use for research and projects. During the afternoons the room will be dedicated as lab room, where students can work together and get help and input from the instructors. The room must be equipped with more electrical outlets; eBook trend and the lower cost of smart phones, tablets and laptops.

COMPUTER HARDWARE REQUESTS:

RAM MEMORY REQUEST: The two full-time faculty members in the business program use Mac laptops to show short videos from the internet and the tech requirement must have MgH speed and increase RAM memory, in addition to mounted speakers.



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Request: HP Envy h8-1430 Desktop PC. Item 104983, Model 3376988. Cost \$799.99 w/o tax

- Intel Core i5-3350P plus Turbo Boost Technology. Enjoy an automatic burst of speed when you need it with Intel® Turbo Boost Technology 2.0
- 10GB PC3-10600 DDR3-1333 SDRAM Installed Memory
- 2TB 7200RPM Serial ATA hard drive

CLASS ROOM SPEAKERS REQUEST: Four (4) (mounted in the front and the middle of the room) Memorex Universal Wireless Speakers, Item 958286, Model 99000022428. Cost \$39.99 each, total cost \$159.96 without tax and shipping.

WIRELESS MIC REQUEST: Wireless Microphone for Professors to speak over air conditioner, computers and students. Audio2000s 6032uf UHF Dual Channel Wireless Microphone with Two Headband Headset & Two Lapel (Lavalier) Mic, \$149.95, available through Amazon.com. IT department must review request for compatibility.

USB LIGHTS REQUEST: USB lights for QuickBook students to see their text book while the lights are turned off due to use of the display screen. HDE Portable USB LED Flexible Work Light for Laptops/Notebooks, \$6.05 each available through Amazon.com.

SOFTWARE REQUESTS:

Licenses for 2014 Quickbooks – 50 total. Price to be provided by Bookstore.

Two (2) licenses Camtasia for Mac software. Available at camtasia.com, price \$99 each.

Two (2) licenses for VoiceThread. Available at <http://voicethread.com/products/highered/instructor/>, price \$999 per year for one named department at Cañada College. See website.

Two (2) licenses to SlideShare. Available at slideshare.com, price \$19 per month per each license.

These requests (above) will allow current faculty to offer online classes that are more dynamic and accessible to students. Camtasia is used for screen recording and video capturing. VoiceThread provides "untethered" participation for students and educators, regardless of time and place. Which in turn build a stronger sense of community, offers accessible means of participation for anyone, and enhances understanding of visual concepts via multi-modal commentary with annotation. SlideShare allows the Professor to share material with fellow colleagues and students. It can be embedded into websites and blogs,



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and are easily shareable on LinkedIn, Twitter, Facebook, and other popular social media platforms, broadening the success in classes taught online.

The Administration needs to respond quickly (before May 2014) to the online software request allowing the professors time during the summer (if they choose) to prepare and create new material for their Fall 2014 classes. Or add a process in which a faculty member may be reimbursed for purchasing a license prior to approval.

Note: a full-time Business faculty member will be hired in May 2014. Therefore, the faculty member' will require a laptop, and possibly an additional license of Camtasia, SlideShare and other software specific to the faculty members needs.

D. Office of Planning, Research & Student Success requests

Guidelines:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Department/Program/Division/College needs.

Request: 30 hours of face-time with the Researcher, for each full-time professor to discuss needed statistics.

Request Example: ACTG is best taught sequentially. ACTG 100 (introduction) is recommended and establishes a solid foundation for all accounting courses. In March 2014 a report, requested multiple times in past academic years, has been developed to determine: how many students taking ACTG 100 proceed to ACTG 121, within a two year period. Day and evening students are different demographically and their retention and success behavior is different as well. Therefore, statistical data is integral when planning strategically for the discipline, as well as requesting faculty. Hopefully, since the report has been developed, requests to run the same report involving other accounting scenarios will determine which accounting pathway is more effective and efficient for students.

E. Facilities requests

Guidelines:

- List facilities requests.
- Explain how the requests will serve the Department/Program/Division/College needs.

Availability of a classroom dedicated for the Business Program (ACTG, Int'l Business, and MGMT), which includes the following: capacity for 45 students, with computers for the students to use for research and projects. During the afternoons the room will be utilized as



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lab room, where students can work together and get help and input from the instructors using this room for office hours.

The two full-time faculty members in the business program (Cabrera & Nance) use Mac laptops to show short videos from the internet and the technical requirement must have MgHz speed and increased RAM memory, in addition to mounted speakers.

The room must be equipped with more electrical outlets due to the student's embracing the eBook trend and the lower cost of smart phones, tablets and laptops.

This classroom will allow the Business Program to share a common area and create a learning environment to service more students, increase the success of students, and provide the flexibility for professors to respond instantly when a teaching moment arises. Additionally, accounting and business physical textbooks are costing over \$200. A possible response to this increase is to encourage the Professor and students to use the e-books, which creates a lower cost alternative, therefore making a Cañada College education more accessible to students.

ACTG SLO course report

1

Course Assessment Plan
San Mateo CCCD
CAN Dept - Accounting
CAN Dept - Accounting
Department Assessment

Coordinator:

Leonor M Cabrera

Course Outcome: CAN ACTG 100 - Accounting Procedures : Business Transactions (Created By CAN Dept

- Accounting)

Analysis of business transactions and conversion into a journal entry format using the double entry accounting system.

Start Date:

01/01/2014

Course Outcome Status:

Active

Means of Assessment

Assessment Method

Success Criterion



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Schedule

Active

Student will identify and choose the correct account and create a journal entry using double entry accounting to increase and decrease with debits and credits.

Students will identify correct account and determine if account increases with a debit or a credit with a minimum of 70% accuracy.

Yes

Assessment Method Category:

Exam

Student will be given several business transactions and asked to create journal entries using the double entry accounting system. This SLO will be assessed for accuracy - using the correct general ledger account and student must identify if the general ledger account is increased/decreased with a debit/credit.

Student will receive partial points for having identified each account used, the exact amount, if the amount is a debit or a credit and if there is a journal explanation

No

Assessment Method Category:

Exam

Students are required to complete an Accounting Cycle Review which incorporates the first 4 chapters. Chapters 2 through 4 emphasize journal entries and the evaluation of these entries in order to complete the financial statements.

Success will be based upon a 70% pass rate.

Fall 2012

Yes

Assessment Method Category:

Project

Course Outcome: CAN ACTG 100 - Accounting Procedures : Summarize Transactions (Created By CAN Dept - Accounting)

Preparation of Trial Balance summarizing journal entries and T-accounts. The gateway for all financial statements.

Assessment Cycle:

2009-2010

Start Date:



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01/01/2014

Course Outcome Status:

Active

Means of Assessment

Assessment Method

Success Criterion

Schedule

Active

Student will be able to analyze transactions through the creation of a Trial Balance to determine if journal entries have been prepared correctly and will take appropriate corrective methods.

A minimum of 70% or better will be considered satisfactory.

Yes

Assessment Method Category:

Exam

Using the information from SLO 1, student will be asked to prepare a Trial Balance - student must demonstrate skill by using T-accounts in order to prepare a correct TB. As accounting consists of sequential logic - student must accurately create journal entries (see SLO 1) student must also identify if current account balance is debit/credit - if error occurs (debits and credits equal) student must discern where the problem lies and make necessary corrections.

70% or better will be considered satisfactory

No

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Means of Assessment

Assessment Method

Success Criterion

Schedule

Active

Assessment Method Category:

Exam

Course Outcome: CAN ACTG 100 - Accounting Procedures : Financial Statements (Created By CAN Dept - Accounting)

Creation of Financial Statements – Balance Sheet, Income Statement and Statement of Owners' Equity.

Assessment Cycle:

2010-2011



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Start Date:

01/01/2014

Course Outcome Status:

Active

Means of Assessment

Assessment Method

Success Criterion

Schedule

Active

The student will demonstrate in written form, the student's written knowledge of GAAP (generally accepted accounting principals); problem solving the logical sequence of a business transaction in written journal entry form continuing through the creation of the Trial Balance. From the Trial Balance the student will then be able to identify the relationship of each account to the appropriate Financial Statement.

A score of 70% or better is considered satisfactory.

Yes

Assessment Method Category:

Capstone Assignment/Project

Using a Trial Balance; student will be asked to prepare the following:

Balance Sheet, Income Statement, and Statement of Owners' Equity.

Student will be assessed based on the correctness of each statement.

Student will have to identify which accounts belong on which statement and prepare each statement in "good accounting form".

70% or better is considered satisfactory.

No

Assessment Method Category:

Exam

Course Outcome: CAN ACTG 100 - Accounting Procedures : sub ledgers (Created By CAN Dept - Accounting)

Analyze adjustments and post to sub ledgers

Means of Assessment

Assessment Method

Success Criterion

Schedule

Active

Student will identify and determine which general ledger accounts require posting to a sub ledger and calculate the appropriate total for each sub ledger.



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A minimum of 70% or better will be considered satisfactory.

No

Assessment Method Category:

Exam

Course Outcome: CAN ACTG 100 - Accounting Procedures : worksheets (Created By CAN Dept - Accounting)

Prepare worksheets and financial statements.

Course Outcome: CAN ACTG 100 - Accounting Procedures : double-entry (Created By CAN Dept - Accounting)

Using the double-entry accounting system, convert business transactions into a journal entry format to complete the Trial Balance, Balance Sheet and Income Statement.

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