Docusign Envelope ID: 59A3024A-C1AB-42D6-BA4A-83A1ECCD6B50

Wayne Community College
Program Review – 2024-2025

Name of Program: Accounting and Finance

Section 1: Program Overview

Mission/Purpose: ***As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.***

Please provide your current mission/purpose statement.

The mission of the Business and Accounting Department is to educate students in business decision making skills, risk management and accounting procedures that will meet the employment needs of the communities it serves.

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

No updates needed. Changes were made in the previous reporting cycle.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.

1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter into, and successfully proceed through training programs or post-secondary education.
2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
3) **Improve Student Success:** Prepare students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.

Goal 1: The Accounting and Finance Program ensures student access by offering certificate, diploma, and degree programs in a variety of formats. The first semester courses are offered as hybrid daytime, hybrid evening and online courses. This variety of program offerings accommodates students with a variety of schedules and learning styles. The variety of formats allows students to schedule courses in a manner that best suits their work and life schedules.

Goal 2: The Accounting and Finance Program strives to ensure program excellence. The faculty of the program continuously review program retention and student success in the program courses in an effort to determine what worked well in the course and any necessary improvements. Other efforts to ensure program excellence include professional development and building relationships with industry partners to ensure the program reflects current industry needs and trends.

Docusign Envelope ID: 59A3024A-C1AB-42D6-BA4A-83A1ECCD6B50

Goal 3: In addition to reviewing student success in the program courses, the faculty of the Accounting and Finance Program have incorporated various techniques and updates to courses in an effort to improve student success rates. The faculty updates courses in a manner to improve course rigor and maintain the standards set by the industry in which students seek employment.

Goal 4: By achieving the previously mentioned goals toward student access, program excellence and student success; we are contributing to the goals related to institutional quality.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type **(Associate, Diploma, Certificate, or Pathway)**	**Program Title**
Associates in Applied Science	Accounting and Finance (A25800AF)
Diploma in Applied Science	Accounting and Finance (D25800)
Certificate in Applied Science	Accounting and Finance/Bookkeeping (C25800)

Activities to ensure program is current (2022-23; 2023-24; 2024-25 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
Add Capstone Course- ACC 227 Practices in Accounting	Effective Fall 2024
Delete ACC 221 Intermediate Accounting II	Effective Fall 2024
Delete Local Prerequisite for ACC 120 Financial Accounting	Effective Fall 2025

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)*

The faculty looked closely at the degree program and determined that a capstone course would be more beneficial for graduating students. The course provides practical concepts expected in the workplace and an opportunity for one additional certification. The capstone course replaces a higher-level intermediate course. The concepts covered in that course are not what would be expected for an associate's degree graduate in the workplace.

Advisory Committee: dates, summary of minutes, activities (2022-23; 2023-24; 2024-25 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	10/18/2022	• Research middle school events offered at other community colleges. • Begin implementation of an apprenticeship program for RMI Degree.
2023-2024	10/17/2023	No decisions, recommendations, or updates. The meeting was informational only.
2024-2025	10/22/2024	• Give students opportunities to visit local businesses to learn about their organizations. • Career Fairs were recommended. • Visit high schools to share about programs and include employers in the industry.

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Docusign Envelope ID: 59A3024A-C1AB-42D6-BA4A-83A1ECCD6B50

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?*

The Accounting faculty have identified multiple trends as a result of professional development opportunities taken by faculty as well as collaborative meetings with local industry partners and the members of the advisory committee.

- Soft skills continue to be one of the highest demanded skill sets. The focus is on dressing appropriately for an interview and being able to answer questions adequately in interviews.
- Graduates need to be flexible and adaptive in their everyday work environment
- Graduates should be able to collaborate in multiple modalities such as Zoom, Google Meet, and Microsoft Teams
- Graduates should have knowledge of accounting software, such as QuickBooks
- Graduates should have basic computer skills as well as the ability to learn new software and troubleshooting problem areas.
- Need to be autonomous and able to maintain professionalism across a multi-setting environment
- Focus on being customer-centric in a growing competitive environment

Section 2: Program Outcomes

Outcome #1: Enrollment *(unduplicated)*

Baseline: **95** # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)
Standard: **96** #
Target: **98** #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	**Enrollment**
2021-2022	93
2022-2023	99
2023-2024	94

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	14	15.1%	24	24.2%	22	23.4%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	1	1.1%	0	0.0%	2	2.1%
Caucasian, Female	36	38.7%	41	41.4%	35	37.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	19	20.4%	17	17.2%	17	18.1%
Two or More Races, Female	0	0.0%	2	2.0%	1	1.1%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	70	75.3%	84	84.8%	77	81.9%
African American, Male	6	6.5%	6	6.1%	6	6.4%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	1	1.0%	1	1.1%
Caucasian, Male	12	12.9%	6	6.1%	7	7.4%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	5	5.4%	2	2.0%	3	3.2%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	23	24.7%	15	15.2%	17	18.1%
Total	93	100.0%	99	100.0%	94	100.0%

Docusign Envelope ID: 59A3024A-C1AB-42D6-BA4A-83A1ECCD6B50

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	2	2.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	2	2.0%	0	0.0%
African American, 18-24	8	8.6%	11	11.1%	7	7.4%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	1	1.1%
Caucasian, 18-24	15	16.1%	13	13.1%	12	12.8%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	16	17.2%	11	11.1%	11	11.7%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	39	41.9%	35	35.4%	31	33.0%
African American, 25-44	10	10.8%	16	16.2%	15	16.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	1.1%	1	1.0%	2	2.1%
Caucasian, 25-44	28	30.1%	31	31.3%	29	30.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	7	7.5%	7	7.1%	9	9.6%
Two or More Races, 25-44	0	0.0%	1	1.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	46	49.5%	56	56.6%	55	58.5%
African American, 45-64	1	1.1%	1	1.0%	6	6.4%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	4	4.3%	3	3.0%	1	1.1%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	1.1%	1	1.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	1	1.0%	1	1.1%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	6	6.5%	6	6.1%	8	8.5%
African American, 65+	1	1.1%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	1	1.1%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	2	2.2%	0	0.0%	0	0.0%
Total	93	100.0%	99	100.0%	94	100.0%

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

Enrollment for the Accounting and Finance Degree program saw an increase from the previous reporting period to the current one. The largest area of enrollment growth was for the 25-44 age group. There was also an increase in female student and a decrease in male student enrollment. The faculty have identified potential reasons for the growth attributed to program reputation as well as the focused advising model that faculty advisors in the department offer to students. In addition, there seems to be a trend towards local employers hiring students with associates degrees rather than requiring them to have bachelor's degrees.

2025-2026 Action Items:

Item	Action Items *(What actions can be taken to increase enrollment in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Maintain the current levels of enrollment.	The current levels are sustainable for the service area. Current practices will remain in place. With enrollment numbers increasing, the faculty will focus their efforts on retention and completion.

Outcome #2: Retention

Baseline: **61.8** % (*Average of last three years – 2021-22; 2022-23; 2023-24; program retention*)
Standard: **63 %**
Target: **65** %

Year	Program Retention Rate
Fall 2021 to Fall 2022	66.0%
Fall 2022 to Fall 2023	59.7%
Fall 2023 to Fall 2024	59.7%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	6	14.3%	8	21.6%	9	20.9%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	1	2.4%	0	0.0%	1	2.3%
Caucasian, Female	19	45.2%	15	40.5%	17	39.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	8	19.0%	8	21.6%	6	14.0%
Two or More Races, Female	0	0.0%	1	2.7%	1	2.3%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	34	81.0%	32	86.5%	34	79.1%
African American, Male	0	0.0%	1	2.7%	2	4.7%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	6	14.3%	4	10.8%	5	11.6%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	4.8%	0	0.0%	2	4.7%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	8	19.0%	5	13.5%	9	20.9%
Total	42	100.0%	37	100.0%	43	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	2	4.8%	2	5.4%	1	2.3%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	6	14.3%	4	10.8%	7	16.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	7	16.7%	7	18.9%	6	14.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	15	35.7%	13	35.1%	14	32.6%
African American, 25-44	4	9.5%	7	18.9%	8	18.6%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	2.4%	0	0.0%	1	2.3%
Caucasian, 25-44	17	40.5%	14	37.8%	14	32.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	3	7.1%	1	2.7%	2	4.7%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	25	59.5%	22	59.5%	25	58.1%
African American, 45-64	0	0.0%	0	0.0%	2	4.7%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	2	4.8%	1	2.7%	1	2.3%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	1	2.7%	1	2.3%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	4.8%	2	5.4%	4	9.3%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	42	100.0%	37	100.0%	43	100.0%

Docusign Envelope ID: 59A3024A-C1AB-42D6-BA4A-83A1ECCD6B50

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

The Accounting and Finance program retention rate decreased from the previous reporting period. It was noted that there was a slight decrease in retention of female students, while male student retention decreased at a much higher rate.

The faculty, noting that enrollment saw an increase, focused on the decrease in retaining these students as far as both reasoning and solutions. We have previously focused on early intervention techniques such as progress alerts and tutorial lab referrals. We felt that these were helpful; however, there are other options that we can implement in the area of early intervention. The faculty are diligent in alerting one another in the program area when students are in danger of not passing a course, however, alerts such as this are not widely used in other program areas on campus, therefore, we are at a disadvantage when they are not able to help students in a proactive manner.

It was noted that the first two classes in the Accounting and Finance program, ACC 120 (Principles of Financial Accounting) and ACC 121 (Principles of Managerial Accounting), will need to be the focus of additional and more focused early intervention techniques.

2025-2026 Action Items:

Item	**Action Items** *(What actions can be taken to increase program retention?)*	**Assessment of Action Items** *(How will you assess the results of action items?)*
1	Implement early intervention practices	Faculty will inform students of the resources using additional methods.

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

Baseline: **33** # (*Average of total completers for the last three years – 2022-23; 2023-24; 2024-25*)
Standard: **35** #
Target: **37** #

Number of Completers (*unduplicated*) – *Graduation Year – Summer, Fall, Spring*	
Graduation Year	**Total Completers**
2022-2023	21
2023-2024	39
2024-2025	39

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	2	9.5%	9	23.1%	8	20.5%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	2	5.1%	1	2.6%
Caucasian, Female	9	42.9%	13	33.3%	17	43.6%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	9.5%	10	25.6%	5	12.8%
Two or More Races, Female	1	4.8%	1	2.6%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	14	66.7%	35	89.7%	31	79.5%
African American, Male	0	0.0%	1	2.6%	2	5.1%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	1	2.6%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	4	19.0%	2	5.1%	2	5.1%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	3	14.3%	1	2.6%	3	7.7%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	7	33.3%	4	10.3%	8	20.5%
Total	21	100.0%	39	100.0%	39	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	2	2.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	2	2.0%	0	0.0%
African American, 18-24	8	8.6%	11	11.1%	7	7.4%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	1	1.1%
Caucasian, 18-24	15	16.1%	13	13.1%	12	12.8%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	16	17.2%	11	11.1%	11	11.7%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	39	41.9%	35	35.4%	31	33.0%
African American, 25-44	10	10.8%	16	16.2%	15	16.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	1.1%	1	1.0%	2	2.1%
Caucasian, 25-44	28	30.1%	31	31.3%	29	30.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	7	7.5%	7	7.1%	9	9.6%
Two or More Races, 25-44	0	0.0%	1	1.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	46	49.5%	56	56.6%	55	58.5%
African American, 45-64	1	1.1%	1	1.0%	6	6.4%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	4	4.3%	3	3.0%	1	1.1%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	1.1%	1	1.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	1	1.0%	1	1.1%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	6	6.5%	6	6.1%	8	8.5%
African American, 65+	1	1.1%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	1	1.1%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	2	2.2%	0	0.0%	0	0.0%
Total	93	100.0%	99	100.0%	94	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

The completion rate for the Accounting and Finance program saw a significant drop in one year of the reporting program. However, the following year saw a significant increase which leveled out the numbers to be more consistent with the prior year's reporting. In reviewing the numbers more closely, we see that enrollment is much higher, however, retaining the students all of the way until completion is where our focused efforts need to be.

There are multiple reasons why students do not complete the program. These include changing majors, losing their funding, as well as reasons associated with not succeeding in their accounting courses. Although some of the reasons are out of the control of faculty, the areas that faculty can approach are situations where students are not successful in their courses. Adoption of early intervention practices mentioned in the previous section will continue to be implemented throughout the degree program after students have completed the introductory accounting courses.

In addition, we have noted that many students do not complete their degree program due to loss of financial aid funding. This occurs because of either not staying in compliance with the pace of courses (67% completion per semester) or not being successful, resulting in a GPA lower than the required one of 2.0.
Perhaps with the early intervention options implemented to increase retention, it will result in an increase in completers.

2025-2026 Action Items:

Item	**Action Items** *(What actions can be taken to increase student completion in your program?)*	**Assessment of Action Items** *(How will you assess the results of action items?)*
1	Conduct an audit of non-returning students to determine specific reasons.	Request a report of non returning students for Spring 2025 and Fall 2025 to get feedback and establish patterns where students are lost.

Docusign Envelope ID: 59A3024A-C1AB-42D6-BA4A-83A1ECCD6B50

Outcome #4: Budget FTE *(Official Budget FTE by Academic Program – Across Budget FTE Semesters Dashboard; all levels)*

Baseline: **61.265** # (*Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25*)
Standard: **62** #
Target: **63** #

Budget FTE Year	Budget FTE
2022-2023	55.117
2023-2024	64.406
2024-2025	64.273

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.) (Based on the data, provide a narrative of your analysis of program budget FTE. Indicate factors that may have affected your budget FTE. How might you increase FTE in your program?)*

The Budget FTE has steadily increased over the reporting period; however, there will always be room to improve this trend. The Accounting and Finance program has students who attend on a part-time basis, which impacts the number of Budget FTE. The reasons are predominantly due to obligations outside of coursework and concerns about being able to manage additional courses successfully. Advisors can have more focused conversations with part-time students in an effort to convince them to take one additional course as well as time management techniques and other resources to help them be successful.

2025-2026 Action Items:

Item	Action Items *(What actions can be taken to increase budget FTE in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Increase the number of courses taken by part-time students.	Number of instances where part-time students agree to take at least one additional course.

Docusign Envelope ID: 59A3024A-C1AB-42D6-BA4A-83A1ECCD6B50

Outcome #5: Career Development *(COOP-Final WBL-110 Grade Rosters and WCC's Final Headcount Datasets)*

Academic Year	Enrolled	Completed
2021-2022	17	16
2022-2023	8	6
2023-2024	14	10

All Levels

WCC's Quality Enhancement Plan, addresses career development in Goal 3: "The college will implement integrated career development within their academic programs."; Action Item #3: "All CTE programs will implement a career development related Program Outcome."

Provide narrative for analysis of WBL-110 completers and report on how your program can increase or expand the focus on career development. *(Based on the data, provide a narrative of your analysis of WBL completions. Indicate factors that may have affected your completions.* ***If your program does not offer WBL-110, explain why not and how you can increase or expand the focus on career development.****)*

Accounting and Finance students are required to successfully complete WBL 110 in order to graduate. This course will continue to be required in the Accounting and Finance program. This course allows students to complete assignments geared towards being workplace ready. The concepts and assignments in this course cover job searching skills, interviewing, resumes, and cover letters and professional social media. The students in the program take the course in the semester they are graduating as the advisors feel that is when the course is most beneficial for students.

The completion rates for the WBL 110 course are consistent with other courses in the program. The faculty advisors in the accounting and finance program are not alerted when students are in danger of not passing the course, therefore, early intervention techniques will not apply. Once the advisor is made aware the student did not pass the course, the advisors can identify the reasons and work with the student on how to prevent those reasons when registered for the course again.

2025-2026 Action Items:

Item	**Action Items** *(What actions can be taken to increase or expand the focus on career development. i.e. presentations in classes; development of professional development modules; or other ways the program can implement the focus in their programs.)*	**Assessment of Action Items** *(How will you assess the results of action items?)*
1	Inquire about reasons students are not successful to appropriately advise for the next time they are registered.	Number of students who are not successful.

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program*, to include self-assessments or student licensure/certification? If so, please explain how information collected from the(se) assessments can be used to improve the program.)*

Currently, the faculty receive an anonymous student evaluation for each course taught. This evaluation is used to adapt future courses to be more closely aligned with student needs and expectations.

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

The students in the Accounting and Finance Degree program are required to take two different licensure exams. They take the Intuit QuickBooks Online Certification Exam and the Intuit Professional Bookkeeper's Exam.

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)
Provide a summary of planning objectives submitted for the last two planning cycles, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2022-23	No planning objective submitted.	Not applicable.
2024-25	No planning objective submitted.	Not applicable.

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

The Accounting and Finance program has minimal requirements in the way of equipment. In previous years, the planning objectives centered around laptops to be used in the classrooms. The IT Department no longer requires planning objectives for the replacement of laptops in classrooms. The IT Department uses a cycle to refurbish laptops on an as needed basis.

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

The Accounting and Finance faculty includes three full-time faculty. The faculty members are adequate and full-time instructors develop all Accounting and Finance courses. The need for additional faculty positions would only arise with significant growth in enrollment.

Docusign Envelope ID: 59A3024A-C1AB-42D6-BA4A-83A1ECCD6B50

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

All hybrid classes for the Accounting and Finance program meet in the Spruce Building. These classrooms usually seat between 24-30 students which is adequate space. Each classroom is equipped with an instructor computer, projector equipped with sound and video capabilities, and a projection screen. Certain classrooms are also equipped with a document camera and smart podium. This equipment allows instructors to display all of the necessary information needed and use different teaching methods to create sustainable engaging learning environments for students.

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

Wayne Community College offers a variety of student support services. Admissions is generally where students begin their educational journey at Wayne. In admissions they learn what is needed to be accepted into the institution and are supported throughout the process. The business department follows up with students throughout the admissions process to convert these students into fully enrolled students. Financial aid helps to facilitate funding for class and the business department is continually reminding students to complete their financial aid process, as well, as how adding or dropping a class can impact their financial aid. We also have counseling services, academic skills, academic advisors, achievement coaches and other services to help our students feel supported here at Wayne Community College. The admissions office, financial aid, counseling, and academic skills departments are all focused on student success. The college has improved ways to recommend these services to students and encourage students to take advantage of these resources.

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

The faculty of the Accounting and Finance program strives for continuous improvement. The faculty have identified multiple program strengths, weaknesses, and opportunities.

Faculty believe the program's strengths lie in the use of technology, focused advising efforts, advisory committee meetings, the accounting and business tutorial lab, recruiting events, diverse instructor industry experience background, and continuous course improvement.

One weakness with an area of opportunity is job placement of graduates who are seeking full-time employment in the area of accounting and finance once they complete the program. The faculty are currently adopting practices that are more focused on matching graduates to job opportunities as they are made aware of them.

Docusign Envelope ID: 59A3024A-C1AB-42D6-BA4A-83A1ECCD6B50

Review prepared and submitted by: *(Please list name(s) and titles)*

Tracy Schmeltzer, Dean of Business & Computer Technologies Division
Erin LeGrand, Department Chair, Business and Accounting Department
Leigh Cox, Instructor, Accounting and Finance
Lindsay Hinkle, Instructor, Accounting and Finance

Approvals

1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE's review.
4. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date: Dorothy Moore 11/5/2025

Dean, Director, or AVP / Date: Tracy M. Schmeltzer 11/6/2025

Administrator Approval / Date: Dr. Ernie White 11/7/2025