PROGRAM REVIEW OF LABS AND CENTERS
Pilot Review – Phase I
Approved by the Academic Senate
May 12, 2009

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

Name of Lab or Center: Accounting Lab
Division: Business/Technology

I. **GENERAL PURPOSE OF THE LAB*** *(Data resources: CSM Course Catalog; Course Outline of Record; department records)*
   *Note: The term "lab" will be used to refer to centers as well as labs in this document.

   a. Briefly describe the general purpose of the lab.

   > The Accounting lab provides complementary support to classroom instruction for all accounting students at CSM. Tutoring is available. We provide a quiet work space for accounting students to collaborate and work together on homework and special projects.

   b. List the courses that are linked to this lab.

   > Actg 100, 103, 121, 131, 144, 145, 161, 162, 163, 164, 171, 172, 173, 175, 176.

II. **STUDENT LEARNING OUTCOMES** *(Data resources: SLOs listed on Course Outline of Record; records maintained by the department; CSM SLO/Assessment Coordinator; SLO Website – http://www.collegeofsanmateo.edu/sloac/; "Student Self-Assessment and Satisfaction Survey"; other lab surveys.)*

   a. Briefly describe the Student Learning Outcomes (SLOs) for the lab.

   > 1. Provide a quiet location close to accounting classrooms for students to collaborate and learn from each other.
   > 2. Provide tutoring support for all accounting classes.
   > 3. Provide computers for students to use while preparing for accounting classes.
   > 4. Provide space for students to do homework and work together on special projects.

5. Students will complete complementary assignments that support classroom instruction.

b. If an assessment of the lab's SLOs has been completed, briefly describe this evaluation. Which support services for courses or programs were assessed? How were they assessed? What are the findings of the assessment? Based upon this assessment, what changes to the lab will be considered or implemented in the future?

The lab was assessed through a school wide survey of all labs on campus in Spring, 2009. Based on the findings it appears that students would like the lab to be open for more hours. We responded to this in the fall of 2009 by opening the lab from 4:30 – 6 p.m. on Tuesdays, Wednesdays, and Thursdays. 72% of survey respondents felt the lab helped their academic performance. We will continue to staff the lab with faculty or aides who have a strong accounting background.

c. If SLOs were assessed for courses or programs using the lab, briefly describe this evaluation. What are the findings of the assessment? Based upon this assessment, what changes to the lab will be considered or implemented in the future?

SLO's were assessed through the survey identified above. The findings indicate that we met our SLO's in providing a quiet place for students to study, tutoring support, computer availability and a place for students to work collaboratively. We addressed the issue of increasing lab hours by opening it 3 afternoons each week this fall.

d. Using the results from the "Student Self-Assessment and Satisfaction Survey," summarize the findings in the grid below on how students rated their progress on general education Student Learning Outcomes.

The column headings identify the GE-SLOs. The first row headings indicate the matrix/scale students used to self-assess progress.

GE SLOs→ Matrix/Scale:	Effective Communication Combination of 12:a,b,e	Quantitative Skills Combination of 12:f,g	Critical Thinking Combination of 12:c,d,h,i	Social Awareness and Diversity Combination of 12:j,l	Ethical Responsibility 12:k
Major / moderate Progress	75.9%	84.2%	80.4%	75.5%	75.0%
Minor/ no Progress	24.1%	15.8%	19.6%	24.5%	25.0%

Only the general assessment as described in d. has been measured at this point.

e. If general education Student Learning Outcomes have been measured using another type of assessment, such as student surveys, summarize the findings in the grid below on how students rated their progress on these Student Learning Outcomes. (Please identify data sources.)

GE SLOs→ Matrix/Scale:	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Major Progress					
Moderate Progress					
Minor Progress					
No Progress					
Does Not Apply to Lab	X	X	X	X	X

III. **DATA EVALUATION** *(Data resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Core Program and Student Success Indicators" for department(s) using lab obtained from the Office of Planning, Research, and Institutional Effectiveness – see website at* http://www.smccd.net/accounts/csmresearch/prie/program_review.html *.)*

a. Referring to all lab usage data available, evaluate the proportion of students using the facility versus the potential population of users. If data is available, indicate the number of users and specify whether this is a duplicated or unduplicated count. If applicable, discuss programmatic, course offering or scheduling changes being considered as a result of lab usage projections? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to lab operations?

> We encourage our students to use the lab although it is not required. The lab supports a significant number of our non online students. The lab typically sees 40 – 50 students during available hours. Based on the survey data and our large number of night students we opened the lab up three afternoon/early evenings each week. This has proved to be very successful and we plan on continuing this. If lab usage continues to be high we might need a larger room to accommodate the demand.

b. Discuss staffing of the lab. Obtain FTE data for classified and certificated personnel assigned to staff the lab (available from division deans). Evaluate the current data and departmental projections as indicated on the "Core Program and Student Success Indicators." If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this

area suggest? If student assistants work in the lab, discuss hours of employment, job duties, and how they support program services and scheduling.

> Currently the lab is staffed with one full time faculty member for 4 hours each week. The remaining time the lab is staffed with a student assistant. This individual works 20 hours each week (including evening hours).

    c. Report on student satisfaction as indicated in the "Student Self-Assessment and Satisfaction Survey" and, if applicable, as indicated in other student surveys.

> Based on the Student Satisfaction Survey the Accounting Lab is meeting student needs in the lab. Almost 75% of students rated the quality of the lab services good or excellent. 90% stated the tutorial support was helpful.   85% of students stated they were able to get help when they needed it either always of most of the time.   Over 50% of the students would like the lab to be open more. We will address this when funding is available.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS *(Data resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008" – see website at http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html ; student success data from departmental "Core Program and Student Success Indicators" – see website at http://www.smccd.net/accounts/csmresearch/prie/program_review.html ; previous Program Review and Planning reports; other department records.)*

    a. Based on findings from the "Student Self-Assessment and Satisfaction Survey" and other student surveys administered by the lab, briefly describe how effectively the lab addresses students' needs relative to overall college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (*Note that item IV b, below, specifically addresses equity, diversity, age, and gender.*)

        Please identify the survey instruments used and the number of respondents.

> 45 students responded to the survey. The surveys were designed and tabulated by PRIE. The lab's success is comparable to overall student success rates in their respective classes. We believe that students who take advantage of the lab do better in their accounting courses. Most accounting students make use of the lab at some time during the semester. Students can be found doing homework and working on group projects independently or collaboratively with other students.
>
> Comments such as the following support this:
> - " I think it is a great resource for students and very good location close to ACTG classes. I would love to see the hours lengthened. "
>
> - "The Accounting Tutor is Extremely helpful, explanations understandable, helps me see and understand where I went wrong, personable, even-tempered, always offers help. That

is the only lab staff in the Accounting Lab."

- "The Accounting Aides always greeted me as I entered, and when they changed shifts they would always go to everyone in the lab to introduce themselves and let the students know they were available. The Accounting Aides have a lot of patience and will work with you until the problem is solved and the student understands what went wrong. THANK YOU."

The lab is instrumental in student success. We will continue to look for additional funding to support increasing lab hours.

b. Briefly discuss how effectively the lab addresses students' needs specifically relative to equity, diversity, age, gender, disability and access. If applicable, identify unmet student needs and describe programmatic changes or other measures that will be considered or implemented in order to improve student success with specific regard to equity, diversity, age, and gender.

The Accounting lab is supportive of the colleges' mission to serve students of various backgrounds. Our student population is a reflection of this. Demographic data is as follows: Asian, 15%, African American, 4%, Filipino, 6%, Hispanic 19%, Pacific Islander, 2%, White, 37%. Male and female are equally represented. 60% of our students are between 18 and 29 years old.

Although students are not required to attend the lab all students are encouraged to attend. Given our purpose students that want to do better tend to frequent the lab more than students who are not as academically focused.

V. **REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS** *(Data Resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan" – see website at http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html ; student success data from departmental "Core Program and Student Success Indicators" – see website at http://www.smccd.net/accounts/csmresearch/prie/program_review.html ; previous Program Review and Planning reports; department records; other environmental scan data.)*

a. Using the matrix provided below and reflecting on the lab relative to students' needs, briefly analyze the lab's strengths and weaknesses and identify opportunities for and possible threats to the lab (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the lab; review program links to other campus and District programs and services; look at similar labs at other area colleges; and investigate auxiliary funding.

Note: Please indicate the source of the data that was used to complete this section.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Faculty support and student lab aide	Demand for accounting assistants,

		CPA prep, EA prep, tax continuing education classes.
Weaknesses	Difficulty in finding qualified student aides.	Lack of funding
Opportunities	Increase lab hours	Increase awareness of our lab among all accounting students.
Threats	Budget cuts will reduce our hours.	Lack of funding, reduction in the number of classes offered.

    b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

New computers and access to current software is important to the success of the accounting lab. Students are able to complete the entire Ten key class in the lab. We offer access to CPA preparation exam materials at no charge. We also have several accounting software programs our students can access. We need continued funding to ensure our software and computers are up to date.

No additional positions have been requested in the recent past.

VI. **Action Steps and Outcomes** *(Data Resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan" – see website at http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html ; student success data from departmental "Core Program and Student Success Indicators" – see website at http://www.smccd.net/accounts/csmresearch/prie/program_review.html ; previous Program Review and Planning reports; department records; other environmental scan data.)*

    a. Identify the lab's action steps. Action steps should be broad issues and concerns that incorporate some sort of measurable action and should connect to the *"Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan";* the Division work plan; and GE- or certificate SLOs.

Increase the number of students using the lab.
Increase the number of hours the lab is available.

    b. Briefly explain, specifically, how the lab's action steps relate to the Educational Master Plan.

The more students that attend the lab and use the lab resources should improve student grades and retention. The more hours the lab is open the more opportunity students will have to use the lab.

      c. Identify and explain the lab's outcomes, the measurable "mileposts" which will allow you to determine when the action steps are reached.

Through the new tracking system in the lab we will know the exact number of students who attend the lab on a daily basis.

VII. SUMMARY OF RESOURCES NEEDED TO REACH LAB ACTION STEPS *(Data Resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan" – see website at http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html ; student success data from departmental "Core Program and Student Success Indicators" – see website at http://www.smccd.net/accounts/csmresearch/prie/program_review.html ; previous Program Review and Planning reports; department records; other environmental scan data.)*

      a. In the matrices below, itemize the resources needed to reach lab action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

      *Note: Whenever possible, requests should stem from assessment of SLOs and the resulting lab changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Faculty Time Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving lab action steps based on SLO assessment.
Funds need to be available to support the continued staffing of the lab at current levels.	If we can't support the lab student retention will suffer.	The opportunity to practice and hone accounting skills will improve. This will translate into improvement in classroom performance and increased student retention.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving lab action steps based on SLO assessment.
None	None	None

b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for <u>instruction</u> (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving lab action steps based on SLO assessment.
None at this time	None	None.

* Status = New, Upgrade, Replacement, Maintenance or Repair.

VIII. **Course Outlines – for labs that are discrete courses** *(Data Resources: department records; Committee On Instruction website – http://www.smccd.net/accounts/csmcoi ; Office of the Vice President of Instruction; Division Dean)*

a. If applicable to the lab, list by course number (e.g. CHEM 210) all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Updated	Six-year Update Due
NA	NA	NA

Upon its completion, please email this Program Review of Labs and Centers report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.

Date of evaluation: 8/31/09

Please list the department's Program Review of Labs and Centers report team:

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Part-time faculty:
Administrators: Kathleen Ross, Dean
Classified staff:
Students:

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Faculty's signatures   *Date*

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Dean's signature   *Date*