LEARNING SUPPORT CENTERS PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Accounting Skills Center　　　　　　　　　Academic Year: 2012-2013
Center Contact: Rosemary Nurre　　　　　Program Review Submission Date:　04/15/2013

I. Description of Center

Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, Institutional Priorities, 2008-2013, 5 in 5 College Strategies, Spring 2011, and other institutional planning documents as appropriate.

The Accounting Skills Center provides complementary support to classroom instruction for all accounting students at CSM. Tutoring is available. The Accounting Skills Center achieves the core mission of the college by providing transfer and career and technical education (CTE) support to our students. All courses in the accounting program are transfer or CTE courses. We provide a quiet work space for accounting students to collaborate and work together on homework and special projects.

II. Summary of Student and Center Data

A. *Student Learning Outcomes Assessment*

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

SLO assessment done in Spring 2012 was conducted by emailing a survey to our students. The responses received showed 82% of users found the quality of the lab services provided to be Very Good to Excellent, 91% said they were Almost Always or Sometimes able to get the help needed when in the labs, and 100% said the center helped their academic performance. Since we only received 22 responses from the 77 lab users, we need to improve our method of conducting this survey to gather more assessment results. A more concerted effort to get student responses will be conducted in May 2013, including possibly posting the survey on our computers in the lab in May.

B. *Center Usage Indicators*

1. Review center usage and discuss any differences across demographic variables. Refer to Planning, Research and Institutional Effectiveness (PRIE) reports, SARS records, and other data sources as appropriate.

PRIE reports show demographics of 2,266 Accounting students who could have used the Accounting Skills Center but demographics of the actual 63 lab users are not listed. SARS records do not show demographic records of the 63 actual users and the Spring 2012 survey did not collect demographic information.

2. Discuss any differences in student usage of center across modes of delivery. If applicable, refer to Delivery Mode Course Comparison.

Students enrolled in day courses used the lab more than evening students (61% vs 39%). However, compared to the college as a whole 39% of evening Accounting students used the Center vs 29% of the general lab usage by college wide evening students. As you might expect students enrolled in six or more units used the Center more than students enrolled in fewer than six units (88% vs 12%).

C. *Center Efficiency. Is the center efficient in meeting student needs?*

Discuss center efficiency, including staffing, hours of operation, tutorial and other services, space utilization, equipment, or technology as appropriate.

The Accounting Skills Center(ASC) in 14-203 has 8 student computer stations and 1 printer. It is open for students to use as a learning support center. All computers in the lab have the necessary software for all of the accounting courses. Software includes Microsoft Office 2010, Windows 7, QuickBooks 2011, Lacerte tax software, and GLEIM. The ASC is open for student use between 9:00 am and 1:00 pm on Monday – Friday and 4:30 – 6:30 p.m. Tuesday - Thursday Signage is posted outside the ASC directing students to other learning center labs available on campus when the ASC is not available. The ASC is staffed by student aides who are proficient in the software, assignments, and projects the students may need help with.

D. *Course Outline Updates (if applicable)*

Review the course outline update record. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the Committee on Instruction website for course submission instructions. Contact your division's COI representatives if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
Not Applicable		
		Tab to add rows

E. *Website Review*
Review the center's website(s) annually and update as needed.

Contact(s)	Date of next review/update
Rosemary Nurre	Fall, 2013
	Tab to add rows

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment (if applicable)*

Explain any recent or projected modifications to the Course SLO assessment process or schedule.

N/A

B. *Center SLO Assessment*

Explain any recent or projected modifications to the Center SLO assessment process or schedule.

During 2012 all College of San Mateo learning support centers worked to align the manner in which centers were assessed. As a result all centers now have similar first SLOs that assess student knowledge about knowledge of and accessing the services provided in that center (SLO1: Students will have knowledge of the Accounting Skills Center resources, including how to access them). We believe we have met this SLO because our survey results showed 100% of students surveyed said the center helped their academic performance.

A student survey will be used in May 2013 for SLO assessment. Since we only received 22 responses from the 77 lab users in our last student survey assessment process (see II A above),the department is discussing ways to improve our method student reporting.

C. SLO Alignment (as applicable)

Discuss how Center SLOs support Program SLOs. Discuss how Course and/or Center SLOs support Institutional/GE SLOs. Refer to TracDat related program and institutional SLOs reports.

N/A

IV. Additional Factors

Discuss additional factors as applicable that impact the center, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

We meet regularly with our Advisory Committee and the Peninsula Accounting Educators group (faculty from Canada, Skyline, Menlo College and Notre de Namur University) to review our course offerings to determine course additions and/or deletions. If funding were available it has been recommended that we add a Personal Financial Planning class and increase our CPA prep courses to include Theory and Advanced Accounting.

V. Institutional Planning

[*Note*: For centers that serve a single department, a portion of the information included in a departmental program review may be referred to or inserted here.]

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

We have followed the plans in recent program reviews of keeping the business computer labs updated
to meet the software and staffing needs of courses taught in the program and will continue to do so.

B. Center Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the College Mission and Diversity Statements, Institutional Priorities, 2008-2013, and other institutional planning documents as appropriate. Address trends in the SLO assessment results and student usage and data noted in Section II. Summary of Student and Program Data.

[*Note*: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

Our vision is to be the premier college on the peninsula offering a wide range of accounting programs and services. We will continue to develop new CTE courses to better prepare our students for the workplace now and in the future. We

Form: 11/27/2012

plan to continue to be at the leading edge of CTE programs by making sure our computer equipment/software is current.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

Serve on advisory groups, participate in textbook publisher conferences and webinars to stay up-to-date

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

We support the LSCCC to seek ways to best provide student success support while becoming more efficient in how we offer services, seeking to identify and reduce duplications and investigating how, by acting as a unit, we can employ economies of scale. Last year's endeavors have given a much better understanding of the roles played by the many learning centers on campus and led to discussion of how we might better serve students by consolidation of services at times when our individual labs are not usually open (some evenings and all weekends). Currently the LSCCC is considering a joint contract for student printing services where student copy cards could be used in all participating learning centers. Also, the committee plans to share equipment needs and coordinate requests.

3. To guide the Institutional Planning Committee (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

   Equipment and Technology: Equipment and Technology: Computer equipment is already 5 years old and will need to be replaced within the next 6 years. Software in the classroom will also need to be updated to keep current with what employers need our students to be able to use in the workplace.

   Instructional Materials: 4T

   Classified Staff: 4T

   Student Assistant: 4T

Facilities: 4T

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the Institutional Priorities, 2008-2013. For each plan, list actions and measurable outcomes*.*

Plan 1

Title:

Keep computer applications software updated to match accounting courses.

Description

Updating software that supports accounting courses is expected to promote student success in the program since that is what they will need to successfully complete their coursework and obtain employment.

Action(s)	Completion Date	Measurable Outcome(s)
Update to Microsoft Office 2013	Spring 2014	Increased course enrollment and completions
4T		4T
4T		4T

Plan 2

Title:

4T

Description

4T

Action(s)	Completion Date	Measurable Outcome(s)
4T		4T
4T		4T
4T		4T

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Student Assistant

Description (for ongoing program operation)	Cost
We need 2 – 3 Student Assistants to staff the lab. Our goal is to staff the lab M – F from 9 – 1 and M – TH from 4:30 – 6:30	$9,000

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost

B. Cost for Prioritized Plans
Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	