



<p><b>Topic:</b></p>	<p>Guide number 0714 has a total of 30 credits and guide number 1292 can have a total of between 16 and 30 credits. Most students following these 2 certificates usually are people wanting a bookkeeping job or an accounting assistant position. Also, guide 1292 has people coming right out of high school and within 2 semesters they are done. This guide was registered with “No Worker Left Behind”. The big difference between the two certificates is that ACCG 210 and ACCG 211 are required on 0714, while guide 1292 requires ACCG 100 and ACCG 101.</p> <p>We have made changes to the guides for academic year 2009-10. We took CITF 110 off of 0255 since a specific computer course is no longer required for under the 150-hour law for CPA licensure. On guide 0714, we decided to add a Choice 3, with the choices being two tax courses, ACCG 140 or ACCG 240. We also made ACCG 161, QuickBooks, a requirement instead of a choice. We replaced CITA 219, Advanced Microsoft Word, with CITA 226, Microsoft Excel - Advanced, in choice 2, Office and Software Skills. We removed Intro to Microsoft Office from guide 1292.</p> <p>There was discussion on whether or not to keep ACCG 160, Payroll Systems and Taxes, on the certificate guides or not. It was decided to leave this course in both guides until we gather information on exactly what is taught in this course.</p> <p>The possibility of a State and Local Tax class was discussed. It could be run as an ACCG 102, Special Topics course to see if it is popular. We have flexibility on credits too, so we could go down to 1 credit.</p> <p><b>Instructional Action Plan ACCG 210 Pass Rates</b></p> <p>Our goal is to get pass rates up in ACCG 210. We are at the midway point of our Instructional Action Plan cycle to look at this (2006 – 2010). A pass rate data handout was passed out to the committee members. The data shows that our pass rates have gone up. We have tried some new approaches regarding the ACCG 210 pass rates.</p> <ol style="list-style-type: none"> <li>1. Attendance policy during the first two weeks.</li> <li>2. Quiz or test in first 2 weeks.</li> <li>3. ALEKS and other tutoring.</li> </ol> <p>These three steps will help us to filter out some of our students that are struggling. We must teach better, provide tutoring services, etc. Our official goal is 80%. We are doing pretty close to 80% when the W's are not included in our data. Original goal was based on excluding Ws, but if Ws grades are included, we would need to lower our</p>
----------------------	--

<p><b>Topic:</b></p>	<p>PRESS goal.</p> <p>There needs to be some aptitude screening. It was suggested that we could make ACCG 100 a prerequisite to ACCG 210. We probably shouldn't though because most of our students don't need 100. We could try putting a prerequisite of: "ACCG 100 OR a Math Level 6" to help weed out the students who do not have the analytical skills to succeed in ACCG 210. But then we may be facing an enrollment drop. To better decide this issue, the Advisory Committee asked that we include an extra question on our ACCG 210 course evaluations: Was this course required for you major and if so, what major is it?</p> <p><b>Follow-up on Advisory Committee survey data</b></p> <ol style="list-style-type: none"> <li><b>1. Advising</b></li> <li><b>2. Scheduling</b></li> </ol> <p>It was decided by the advisory committee at our last meeting, that the accounting faculty should select two or three areas to work on based on the survey results and report back. The first area faculty chose is the students' complaint that they couldn't get into the classes they wanted due to scheduling conflicts. We are trying a couple of things such as, offering a second eight weeks section of ACCG 210, and trying a 4 – 6 p.m. time slot for Cost Accounting, Auditing and Advanced. We are also trying other campus locations. We are considering putting QuickBooks on-line.</p> <p>The second problem area is that our students never talk to an advisor. The only thing we have done on in the past is to take part in Declare Your Major Day here on campus. Faculty do have daily drop in hours, but we can't get students to come talk to us. It was mentioned that our instructors need to be more proactive. It was suggested that maybe on the first and second day of classes instructors could emphasize the things they can advise students on and when the Business Department hours are for advising. Another idea was that we could take our curriculum guides to the upper level classes. Ferris has an advising hold they use in their College of Business that is very effective. This would have to be a college-wide hold, though, not a program one. Another idea was that a handout could be given out to all of our students with the 4 full-time faculty names and contact information. The committee recommended preparing such a handout as soon as possible. It should be distributed to all students taking accounting courses.</p>
----------------------	---

<b>Topic:</b>	<b>Recommended Topics for Next Meeting</b> <ol style="list-style-type: none"><li>1. Payroll Accounting on the certificate curriculum guides</li><li>2. Fall '08 ACCG 210 Pass Rates</li><li>3. Coordination of Curricular Guides (how easily can student move from one to the other with out losing credit)</li><li>4. Report back on advising activities</li><li>5. Online vs. Face-to-Face success rates</li></ol>
<b>Next Meeting Date:</b>	Friday, April 24, 2009, noon, State Auditor General's Office