Instructional Program Review Template

What is an Instructional Program?

An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.

All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.

Program Name

Indicate the type of program here: ☐ AA; ☐AS; ☒AA-T; ☐AS-T; ☐Certificate

Program Name: Accounting

Academic Year: 2023-2024

Name of Faculty Submitter(s): Vasconcellos, Ramon

I.   Program Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:

    A.   What is the program mission and how does it support the institutional mission?

The Accounting Department looks to provide its students with analytical and critical analysis skills essential to continuous learning and career success.

Through academic rigor focusing on course offerings in the principles of Financial Accounting, Managerial Accounting and advanced topics, the Department seeks to enhance student education through experiential learning and interaction with faculty.

    B.   What is the program vision and how does it support the institutional vision?
        Through instruction based on both theoretical and practical applications, the department looks to expand the number of successful candidates in both our degree and certificate programs.

    C.   Please provide a short program description:
        Instruction in Financial Accounting, Managerial Accounting, Tax, and Personal Financial planning, in conjunction with the Business core curriculum, provides the students the most effective pathway in attaining academic success. Futhermore,

    D.   How does your program align to and/or support one or more of the following BCC Strategic Priorities?

Innovation To Achieve Student Success

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The program seeks to promote clear and definable pathways to academic and career success essential to student matriculation. In conjunction with counseling staff, faculty strive to provide career path guidance by defining "what" types of employment are available in Accounting and "how" those career paths may be attained

Culture of Learning and Innovation

Collaboration with VITA (Volunteer Tax Preparation) and with local high school Entrepreneurship program as means of establishing partnerships with community for cross-learning purposes.

Build Community

Guess speakers from local business community have provided lectures/discussions on the career paths open to those majoring in accounting

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

II. Program Effectiveness

The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Course Data and Analysis

A. **Course Success Rate by**
- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Mode of Instruction:Hybrid: 73.9%; Traditional: 83.5%; Online: 70.1%

Scheduling: Afternoon: 76.4%; Day: 76.4%; Evening: 76.8%; Online: 70.1%

Faculty Status (PT vs FT): 77.7%; 76.1%

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B. **Retention Rate by**

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Mode of Instruction: (Percentage)

Online: 91.1 ; Traditional: 91.1

Scheduling:

Afternoon:86.7 ; Online: 91.1

Faculty Status (PT vs FT):

88.4; 92.4

C. **Section Count by**

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Mode of Instruction: (Absolute numbers)

Hybrid: 1 ; Online: 31 ; Traditional: 4

Schedule: Afternoon: 1 ; Evening: 1 ; Online: 31

Faculty Status (PT vs FT): 13; 23.3

D. **Enrollment Count by**

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Mode of Instruction:

Hybrid:13; Online:1084; Traditional: 14

Schedule

Afternoon: 16 ; Evening: 11 ; Online: 1084

Faculty Status (PT vs FT)

500; 611

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E. **Class Size Average by**
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Mode of Instruction:

Hybrid: 13 ; Online: 34.97 ; Traditional: 3.50

Schedule:

Afternoon:4 ; Evening:11 ; Online: 34.97

Faculty Status (PT vs. FT)

34.86; 26.57

F. **Efficiency: WSCH, FTES, FTEF**

WSCH:

Full-Time: 415; Part-Time: 536

FTES:

Full-Time: 14; Part-Time: 18

Student Equity Course Data

A. What equitable practices are being performed by most or all courses within the program (ACCJC Standard 2.2, 2.6, 2.7, 2.8, 2.9)? Please review the following equitable practices and check all that apply.

☒ Multiple options for knowledge acquisition

☒ OER materials

☒ Use of Early Alert

☒ Audio files as video alternatives

☒ Provides students an opportunity for feedback on instruction

☒ Ensures all student races and backgrounds are represented in the classroom and the curriculum

☒ Presentation of resources from campus departments

☒ ADA compliant materials

☒ Use of graphic organizers

☒ Promotes peer community building and support

☐ Seeks multiple perspectives

☒ Correlates learning with real-life experience

☒ Probing and clarifying techniques

☒ Creates space for students to ask for help

☒ Utilizes learning pact

☒ Includes resources in syllabus

☒ Provide reminders to students throughout course about resources available

☒ Collaborative note-taking

☐ Other:
Click or tap here to enter text.

B. Specifically discuss any equity gaps that have surfaced in the data.
Course completion rates lagging in minority student population

C. What innovative plans or projects will help to close these gaps?
Emphasis on studying, class attendance, and reaching out to instructors, and support staff, for assistance.

Curriculum

A. Have all program courses been peer reviewed within the last 5 years (ACCJC Standard 2.2, 2.3)? If no, please name the course and when it is scheduled for peer review.

☒ Yes   ☐ No

B. Have all courses been taught at least once within a two-year time frame? If no, please list the course(s) that has/have not been taught within the last two academic years and why (ACCJC Standard 2.5).

☒ Yes   ☐ No
Click or tap here to enter text.

C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?
More inclusion of minority participation in financial services and related areas pertinent to the Accounting curriculum. Accomplished by accessing online publications spotlighting such attainments.

D. If you feel there are any relevant curriculum details not covered in the above three questions, please list them here (optional).
Inquiries are sufficient at this time.

Program Learning Outcome Assessment Data (Standard 2.9, 4.3)

Use the section and questions below to summarize findings, trends, and future action for the PLO assessment data.

Program Learning Outcomes	Assessment Results – Summary of Data	Please list any future plans based on results
1. Understanding the role of accounting and apply basic accounting information to business decision-making.	90.1	Continue assessing in same format.

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A.		
1. Demonstrate the ability to analyze, interpret, and prepare financial statements and reports in accordance with generally accepted accounting procedures.	62.3	See above
B.		
1. Demonstrated ethical conduct in accounting functions.	93.8	See above
C.		
D. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
E. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

A. Since the previous program review, what changes or actions, if any, have been taken to improve outcomes?
Supplemental readings, incorporating studies with broader curriculum, inclusion of more career applications in homework and examinations

B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.
The program has a strong emphasis on cross-cultural learning and applying such exposures to the discipline

C. Please reflect on the PLO data above and identify areas for student-centered growth or improvement.

- Are there specific courses/SLOs that the program would like to focus on for growth and improvement?
The tax course -Accouting 68- should offer more contemporary usage of software pertaining to tax preparation.

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- What actions can help grow or improve these areas moving forward?

Purchase software for tax class and incorporate its usage

D. Please reflect on assessment data trends based on ethnicity, race, and gender.

- What actions can the program take to support equitable outcomes?

Continued emphasis on class attendance, studying, and contact with instruction demparment during and after class.

- Are there specific student groups the program would like to focus their efforts on?

Minority students -given their lower overall course completion rates- should be targeted

Program Data and Analysis

A. **Demographics**

African-American; Asian, Caucasian; Native American; Pacific Islander

B. **Award Count**

296

C. **Student Equity Program Data**

- Specifically discuss any equity gaps that have surfaced in the data.

Previously addressed

- What innovative plans or projects will help to close these gaps?

Discussed above

D. **Student or Program Satisfaction Survey Results**

Addressed

E. **CTE-specific data**

- CTE Advisory Boards

- Labor Market data

- Program Viability

The demand for an Accounting education continues to grow nationwide and BCC is reflective of that trend. The Bureau of Labor Statistics infers "*Employment of accountants and auditors is projected to grow 4 percent from 2019 to 2029, about as fast as the average for all occupations. In general, employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy. As the economy grows, more workers should be needed to prepare and examine financial records.*" /www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm

F. **Comparative data (compared to BCC and/or compared to other programs)**

CTE data exemplifies greater success, retention, and course completion by comparison to most other academic disciplines.

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G. **Institution-Set Standards and the Big Picture**

This section provides an opportunity to tie in all the data about the program to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.

1. How is your program doing overall based on observation of program data?

    The program in terms of offerings and success rates -as mentioned in the PREVIOUS answer- seems to outperform most disciplines.

2. Provide an analysis of the "big picture" by reflecting on how your program data compares to the Institution-set Standards below.

    See "Program Effectiveness Section" for the data being asked here.

	Institution Set (Floor)	Stretch Goal (Aspirational)	Program Data
Course Completion Rates	**74%**	**76%**	
Certificates	**81**	**97**	
Degrees	**437**	**524**	
Transfers	**213**	**287**	
*Licensure Exam Pass Rates	**70%**	**79%**	
*Employment Rates	**60%**	**73%**	

Applicable to CTE

Guided Pathways and Response

A. Name of the Guided Pathway that your program is a part of

Click or tap here to enter text.Barstow College and Arizona State University launched "MyPath2ASU" program as a means of establishing a "Universal Articulation agreement between Arizona State University and Barstow Community College" which "reaffirms the combined commitment to support academic preparedness and continue to grow an ecosystem of transfer student success." [Barstow Community College and Arizona State University launch MyPath2ASU™ guided pathway partnership | Office of the University Provost](#)

B. List the other programs (clusters) that are part of your Guided Pathway

Humanities, Arts; Social Science

C. Provide a summary of how your program collaborates with other programs (clusters) in your Pathway.

Examples of collaboration: meetings, projects, conferences, other cross-disciplinary professional development, etc.

Ongoing meetings with disciplines such as   Business, Economics and Entrepreneurship the purposes of which are the continuation in the improvement of guided pathways.

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Faculty/ Program Staff Data and Analysis

A. Faculty Load (FTEF)
Please see above

B. FT/PT/OL Faculty Ratio
Please see above

C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in (Standard 3.2)

Full-time faculty member employed in financial services and continues to research and write on financial topics.

Part-time faculty maintain consulting practice in accounting/business development.

Department personnel continuously improve instructional delivery methods essential for effective live/online student interaction. Presentation of course modules inclusive of continuous updates, contemporary case studies, and applied learning are hallmarks of this Department.

2. Please list any professional development that faculty members would benefit from (Standard 3.2)
Conferences

3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)
Yes

D. Overall Observation of Data on Faculty

This section provides an opportunity to tie in all the data about faculty to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.
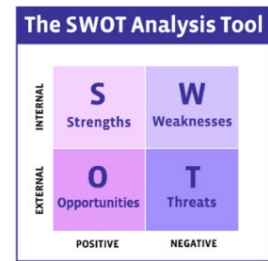
Provide an analysis of the "big picture."
Load ratios perhaps reflective of the hybrid of continued demand for an accounting education, coupled with the preparedness of faculty and their modes of delivery.

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SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.

	Positive/ Helpful	**Negative/ Harmful**
Internal	STRENGTHS • Faculty who bring both practical and theoretical approaches to learning • Consistency in course offerings for matriculation • Emphasis on entrepreneurial application of accounting literacy Academically rigorous program	WEAKNESSES • Limited course offerings; Cost Accounting course should be offered as an elective. Absence of Accounting related courses beyond traditional Management and Economics offerings Dearth of Accounting software in program necessary to increased student success
External	OPPORTUNITIES • Partnerships with local businesses for internship program Development of Tax Preparation weekend seminar class	THREATS • Continued "shutdown" mentality due to faculty's reliance on "online" v. "live" instruction in wake of pandemic could impact enrollment given regional community colleges offer similar program Employment opportunities somewhat limited given impediments to business creation by local govt.

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III. Program Goals, Objectives, and Outcomes

The purpose of this section is to use data to develop goals and objectives for the next three years. Reflect on the responses to all the previous questions and the SWOT analysis in Section Two.

As you develop goals and objectives,

- *Formulate **two to three** **Program Goals** to maintain or enhance program strengths, or to address identified weaknesses (cite evidence from assessment data and/or other student achievement data, course, faculty, etc).*
- *indicate the **status** of the Program Goal (ex: is the goal new, a carry-over from the previous program review cycle, etc.)*
- *Indicate how each Goal is **aligned** with the College's Strategic Priorities.*
- *Indicate how each goal is **aligned** with the Pillars of Guided Pathways.*
- *List at least one **objective** for reaching each goal.*
- *Develop an **outcome** statement for each objective.*
- *Explain how you will **measure** the outcome.*
- *List any **resources** that will be needed to achieve the goal.*

GOAL #1

Increase transferability

A. This Goal is

☐ New

☒ Continued

☐ Modified

If modified please list how and why.

Transfers to UC and CSU for Accounting and/or Business studies

B. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

C. Relationship to Guided Pathways

☒ Clarify the Path

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    ☒   Entering the Path

    ☒   Staying on the Path

    ☒   Support Learning

D. Please list objective(s) for achieving this goal.

    Greater understanding of the importance of financial information gathering

E. Please list outcome statements for each objective.

    To acquire functioning awareness and applicability of financial data/information

F. Briefly explain how you will measure the outcome.

Examinations, group projects, learning modules

G. Please list resources (if any) that will be needed to achieve the goal.

Text, podcasts, online dicussions; seminars

....

GOAL #2

Increased participation in Entrepreneurial Pursuits

B. This Goal is

    ☒   New

    ☐   Continued

    ☒   Modified

If modified please list how and why.

Click or tap here to enter text.

C. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Strategic Priority 3: Build Community

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Choose an item.

D. Relationship to Guided Pathways

☒ Clarify the Path

☒ Entering the Path

☒ Staying on the Path

☒ Support Learning

H. Please list objective(s) for achieving this goal.

Knowledge of how to implement, control, and maintain business or not-for-profit entity

I. Please list outcome statements for each objective.

Knowledge of start-up formation
Ability to understand and compile financial reporting documents
Create business and marketing plans

J. Briefly explain how you will measure the outcome.

Projects, field studies and internships. Seminars

K. Please list resources (if any) that will be needed to achieve the goal.

Full-time faculty in Entrepreneurship program.

....

GOAL #3
NONE LISTED

C. This Goal is

☐ New

☐ Continued

☐ Modified

If modified please list how and why.

Click or tap here to enter text.

Instructional Program Review Template

D. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*
    Strategic Priority 1: Innovate to Achieve Equitable Student Success

    Strategic Priority 2: Ignite a Culture of Learning and Innovation

    Strategic Priority 3: Build Community

    Strategic Priority 4: Achieve Sustainable Excellence in all Operations

E. Relationship to Guided Pathways

    ☐   Clarify the Path

    ☐   Entering the Path

    ☐   Staying on the Path

    ☐   Support Learning

L. Please list objective(s) for achieving this goal*.*

    Click or tap here to enter text.

M. Please list outcome statements for each objective*.*

    Click or tap here to enter text.

N. Briefly explain how you will measure the outcome*.*

    Click or tap here to enter text.

O. Please list resources (if any) that will be needed to achieve the goal*.*

    Click or tap here to enter text.

....

Previous Goals/Outcomes
Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.
    Click or tap here to enter text.

Instructional Program Review Template

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IV. Resource Requests:

What resources are needed for the program to meet its goals and objectives? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- *Personnel/Staffing*
- *Technology Resource*
- *Facilities Resource*
- *Professional Development*
- *Other*

For all resource requests programs should utilize the Budget Allocation Proposal form and submit with their program review. If needed, the Out-of-Cycle BAP form may be submitted for resource requests when completing an Annual Update in Years 2 and 3.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A