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: 2024-2025

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 fosters critical thinking and communication through exploring broad based, multicultural and multidisciplinary perspectives concerning Economics and Business.

Innovation To Achieve Student Success 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

In addition, the department contributes to the General Education Program of Barstow Community College and thrives to develop and produce graduates who:

Understand and can apply fundamental concepts of our disciplines.
Communicate effectively, both orally and in writing.
Conduct sound research.
Address issues critically and reflectively.
Create solutions to societal problems.
Work well with others.
Respect persons from diverse cultures and backgrounds.

Are committed to open-minded inquiry and lifelong learning.

B. What is the program vision and how does it support the institutional vision?

The Acct. Dept. at Barstow Community College will provide a collaborative environment for innovation and discovery through facilitating the highest possible level of instruction to our students providing them with pathways to both degree completion and transfer.

C. Please provide a short program description:

The Department offers courses allowable for transfer to UC/CSU and which may also be used in acquiring a general degree or certificate in accounting. Classes engage students in financial and managerial accounting literacy as well as income tax and financial planning with special emphasis placed on application and critical analysis. here to enter text.

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

The Social Sciences align with and contribute to Barstow Community College's Mission and Vision in the following ways:

A. Offering comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.

B. Create an effective work environment
It is the goal of the Social Sciences to embrace college-wide communication and ensure that our goals more effectively link with those of other units and the institution.

C. Improve college programs through systematic evaluation.
It is the goal of the Acct. Dept. to ensure alignment between our courses and programs with the mission and overall curriculum direction of the institution.

- 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.

Instructional Program Review Template

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)

Success Rate by Mode of Instruction:

Online: 75.3%

Hybrid: 63.2%

Traditional: 60%

Success Rate by Scheduling:

(Time of Day)

Online: 75.3%A

Afternoon: 62.9%

Success Rate by PT vs. FT

PT: 77.8%

FT: 72.4%

B. Retention Rate by

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

Retention Rate by Mode of Instruction:

Online: 90.2%

Traditional: 89.5%

Retention Rate by Scheduling:

Afternoon: 91.7%

Online: 90.2%

Retention Rate by Faculty (PT vs FT)

Full Time: 90.6%

Part Time: 89.8%

C. Section Count by

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

Section Count by

Mode of instruction:

Online: 36

Traditional: 3

Schedule:

Online: 36

Traditional: 3

Faculty Status (PT vs FT)

Full Time: 20

Part Time: 19

D. Enrollment Count by

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

Mode of Instruction: Hybrid, 5; Traditional, 19; Online, 1092

Schedule: Afternoon, 29; Online, 1,092

Faculty Status (PT vs FT) 546 (PT); 570 (FT)

E. Class Size Average by

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

Mode of Insturction:

Online: 30.33

Traditional: 6.33

Schedule:

Afternoon: 8

Online: 30.33

Faculty Status (PT vs FT)

PT: 28,7; FT: 28.5

F. Efficiency: WSCH, FTES, FTEF

WSCH:

2205 (FT); 1638 (FT)

FTES:

75.60 (FT); 56.16 (PT)

FTEF:

441 (FT); 431 (PT)

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.
Click or tap here to enter text.

C. What innovative plans or projects will help to close these gaps?
Click or tap here to enter text.

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?
In accordance with state department of education governing community colleges, the Accounting Department is adopting a universal course numbering system for transfer purposes.

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

In keeping with our desire for equitable outcomes concerning our student population, a course specific to accounting software should become part of our curriculum, at least as an elective. Many students attain the degree/certification, but few possess practical application skills required of most employers.

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
A. Understand the role of accounting and apply	Student completion of tasks specific to Accounting Program:	Continued monitoring for attainment

basic accounting to decision making	analysis, comprehension, application evident from course completion information/data	
B. Demonstrate the ability to analyze, interpret, and report data in accordance with Generally Accepted Accounting Principles (GAAP)	As metioned previously, greater emphasis should be placed on software related courses	Continued monitoring for attainment
C. Demonstrate conduct in Accounting functions	Communication and performance expectations addressed throughout course	Continued monitoring for attainment
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?
Empahsis placed on Accounting "comprehension" and application through financial statement analysis. Development of term projects related to the creation of for-profit and non-profit entities. Greater exposure to employment/career opportunities through forums and employer campus visits.

B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.
Course completion rates indicate both student attainment and comprehension levels within standards of program.

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?

To reiterate, courses emphasizing the use of accounting softward and systems would enhance learning outcomes and success rates.

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

Curriculum development, steering committee; implementation.

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

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

Awarness of the needs of our LGBTQ and ethnic students through emphasizing the roles of thsse who share these qualities and are employed in the Accounting field. Also and most importantly,

the program must "teach" its students while stressing the importance of application for career success and development.

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

The preceeding statement addresses this concern.

Program Data and Analysis

A. Award Count

15

B. Demographics of students in major vs. demographics of students who receive award (percentages)

20

C. Student Equity Program Data

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

African-American student achievement levels lag behind those of general population.

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

Continued outreach to minority students through recruitment efforts, high school visits by BCC staff highlighting opportunities for advancement.

D. Student or Program Satisfaction Survey Results (if applicable)

N/A

E. CTE-specific data (CTE programs only)

- Did you participate in the advisory boards?
  Yes

- What were the high-level themes and recommendations from the advisory board meetings specific to your program?
  Greater emphasis placed on customer service and soft skills development. Local businesses expressed desire to have "more" interpersonal skills taught as a means of improving the contact ratio between their employees and customers.

- What advisory recommendations have you implemented or do you plan to implement?
  Courses (live) have included oral presentation and group assignments in hopes of bridging this divide.

Labor Market data

- What is the job outlook in the region for your program area?
  Employment opportunities in Accouting forecasted through 2029 show a steady increase in the demand for accounting employment in all disciplines. Although AI (Artificial Intelligence) should compete with more entry-level positions, the outlook for auditors, consultants, public and private accountants appears lucrative for those just entering -or soon to enter- the labor market. According to the U.S. Bureau of Labor Statistics, employment should

increase by 7% for the decade of 2020-30 with 135, 000 estimated positions open for accountans and auditors. Accounting Job Market and Salary Trends in 2024 - Russ Hadick

- What is the percent increase or decrease trend for job employment in this field?
  Addressed above

F. 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.

	Institution Set (Floor)	Stretch Goal (Aspirational)	Program Data
Course Completion Rates	**70%**	**73%**	
Certificates	**80**	**100**	
Degrees	**440**	**525**	
Transfers	**165**	**210**	
*Licensure Exam Pass Rates	**70%**	**79%**	
*Employment Rates	**60%**	**73%**	

**Applicable to CTE*

1. How is your program doing overall based on observation of program data?
   75% is course completion rate Both degree and certificate programs continue witnessing greater than course stretch goal.
2. Provide an analysis of the "big picture" by reflecting on how your program data compares to the Institution-set Standards below.
   Our program is in accord with the standards of the institutional floor and aspirational target goals. The incorporation of OER and Zero cost texts have allowed for greater affordability for our students. These text allow faculty faculty to continuously incorporate supplemental readings and current applications.
3. If your program is falling below on any of these areas, what corrective actions do you plan on taking to bring your outcomes up to standard?
   No. The program, through the efforts of both students and faculty, seems to meet the standards and goals required for successful course (and degree) completion. Furthermore, the program emphasizes a collaborative environment for innovation and discovery with other disciplines This is done to ensure students will have helpful pathways to both degree completion and transfer.

Instructional Program Review Template

Guided Pathways and Response

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

Business and Entrepreneurship

B. List the other disciplines that are part of your Guided Pathway

Computer Business Information Systems, Cosmetology, Accounting, Business Administration, Logistics, Entrepreneuership

C. Provide a summary of how your discipline collaborates with other disciplines in your Pathway.

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

Accounting instructors collaborate with those in the aforementioned areas for the purposes of inter-disciplinary discussions, SLO development, and the creation of learning applications for student application. Further, many faculty have attended conferences in their areas and cross-over disciplines in hopes maintaining currency not just in their field, but in that of their peers in the Business discipline.

Faculty/ Program Staff Data and Analysis

A. Faculty Load (FTEF)

8.80

B. FT/PT/OL Faculty Ratio

Full Time, 45.0; 4.0; Part Time, 42.2, 3.8

C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in (Standard 3.2)
   Faculty are enrolled in financial certification programs, employed as financial advisors and consultants, and function as Enrolled Agents

2. Please list any professional development that faculty members would benefit from (Standard 3.2)
   Enrolling for continued education in their fields of expertise(accounting, economics, CBIS) would enhance the skill sets of existing faculty. Such encouragement for self-improvement leads to better course delivery and attainment of learning outcomes.

3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)
   The program culls from the talents of a significant number of full and part-time instructors who meet the staffing needs of the college throughout the fall and spring semesters.

Instructional Program Review Template

D. Overall Observation of Data on Faculty

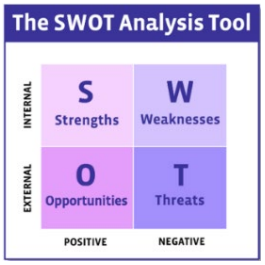
This section provides an opportunity to tie in all the data about faculty to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.

Provide an analysis of the "big picture."
Load ratios are, perhaps, reflective of why online, hybrid and traditional courses experience continued demand by our students for an accounting education. Moreover,the preparedness of faculty and their modes of delivery are integral to our departments success.

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 The Department has recently modified its Financial Accounting course offered for transfer purposes. Prior, "Financial Accounting" course had been separated into two parts; however, neither was transferrable. Program will adopt system-wide course numbering which should facilitate transfer. Lead faculty member scheduled to begin cerfitication program in financial consulting and analysis. He also continues publishing articles related to historical financial topics.	WEAKNESSES Department in need of software course offerings essential to students post graduation. Presently, there are no software classes instructing accounting applications necessary for career enhancement.

	Adjunct faculty maintains currency in the field incompassing payroll, accrounts receivable, and auditing as part of her private practice.	
External	OPPORTUNITIES Student exposure to professionals outside of academia (CPA's, Audotors, Tax Accountants) could strengthen and grow program. Accomplishing this goal might encompass career days, guest speakers (in class) and seminars.	THREATS While the department graduates a significant number of accounting degrees, the lack of growth in Barstow's population (both in demographics and commercial development) could hinder local job opportunities for our less mobile students.

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

Development of software based accounting course

A. This Goal is

☒ New

☐ Continued

☐ Modified

Instructional Program Review Template

If modified please list how and why.

Click or tap here to enter text.

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)*
Choose an item.

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

C. Relationship to Guided Pathways

☒ Clarify the Path

☒ Entering the Path

☒ Staying on the Path

☒ Support Learning

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

1. Graduate more application based students
2. Develop an awareness for management information and accounting systems
3. Enhance technological offerings in accordance with AI (Artificial Intelligence) applications

E. Please list outcome statements for each objective.

Students will understand and apply software technologies
Comprehension of financial systems and data analytics
Prepare graduates in the use of AI and its applications

F. Briefly explain how you will measure the outcome.

Projects and examinations

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

Collaboration with CBIS department; additional instruction and instructors

GOAL #2

Broaden course offerings in the area of tax preparation.

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 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

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.

Comprehend and apply tax software packages for course completion

Identify deductions for “above” and “below” the line income adjustments and exaplain their application

Understanding the practice of tax preparation and the variety of clients in need of such services

Instructional Program Review Template

I. Please list outcome statements for each objective.

Students will prepare simple, intermediate, and advanced tax forms utilizing current tax software programs

Students will learn aspects of tax law and be able to implement in accordance with client's needs.

J. Briefly explain how you will measure the outcome.

Projects employing standardized tax forms, examinations

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

Instructors!

GOAL #3

Financial Service Career Day seminars

C. This Goal is

☒ New

☐ Continued

☐ Modified

If modified please list how and why.

Click or tap here to enter text.

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.

Exposure to practioneers in finance related fields during seminars hosted by BCC

Students will interact and network with professionals in the fields of accounting and Finance leading toward internships

Understanding of career requirements necessary for successful endeavors in these fields discussed by practioneers and would-be employers

M. Please list outcome statements for each objective.

Students will gain knowledge of career enhancement modalities

Networking with professionals as a means of furthering educational and economic and career opportunities

Development of professional pathways toward success in accordance with educational preparation

N. Briefly explain how you will measure the outcome.

Seminar attendance

Term papers

Internship participation

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

Greater access to community (Barstow and San Bernardino) professional groups and employers

Instructors

Instructional Program Review Template

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.

In previous reviews the goal of faculty interactions for the purpose of cross-disciplinary learning and communication had been an objective. Happily, through conference attendance, effective in-service projects and meetings, that goal has been attained. Another objective had been for the purpose of offering more courses in Business and Accounting for transfer. Again, we attained our goal when Business Calculus became part of the curriculum. Such combined efforts of both administration and faculty in this area evidences the commitment to our students for effective instruction and transfer.

Instructional Program Review Template

IV. Resource Requests:

Did you receive any resources over the last cycle? Did the funding of resource(s) have the positive changes the discipline or program was looking for?

Funding set aside for conference attendance for fall of 2025; however, research submission of full-time faculty not accepted. Presently, no such requests are being made for conference attendance or professional development.

Full-time faculty member had requested in previous PR's that a monitor be installed either in library, or foyer, reporting the day-to-day activities in the financial marketplace. The purpose of which would have been to bring an awareness to our students (in real time) of financial markets in response to both domestic and global macroeconomic changes. But, alas, not even "an interview"…

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.

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