

Instructional Program Review Template

Program Name:

Program Award: Certificate

Program Name: Accounting

Submitter: Vasconcellos, Ramon

I. Program Description

Mission/Vision	<p>The Accounting Department looks to provide its students with analytical and critical analysis skills essential to continuous learning and career success.</p> <p>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.</p>
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Description – short description only	<p>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.</p>
Alignment to/ support of BCC Strategic Goal	<p><u>Innovation To Achieve Student Success</u> 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</p> <p><u>Culture of Learning and Innovation</u> Collaboration with VITA (Volunteer Tax Preparation) and with local high school Entrepreneurship program as means of establishing partnerships with community for cross-learning purposes.</p> <p><u>Build Community</u> Guest speakers from local business community have provided lectures/discussions on the career paths open to those majoring in accounting</p>

II. Program Effectiveness

Course Data	Analysis
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<p>Course Success Rate by</p> <p>Mode of instruction 70.83%; Hybrid; 168 76.83%; Online; 1,118 63.33%; Traditional; 30</p> <p>Scheduling 82.93%; Afternoon; 41 76.31%; Day; 1,220 58.18%; Evening; 55</p> <p>Faculty Status (PT vs FT) 76.30%; PT; 844 74.49%; FT; 472</p>	<p>Instructional mode evidences significant online enrollment in accordance with pattern consistent with pandemic. Afternoon and evening courses are the most popular given the necessity of student employment for many in the program. Part-time faculty usage exemplifies need for instruction due to increase demand for courses, and because full time faculty teach in several other disciplines.</p>
<p>Retention Rate by</p> <p>Mode of instruction 85.12%Hybrid; 168 90.34%;Online; 1,118 83.33%; Traditional; 30</p> <p>Scheduling 92.68%; Afternoon; 41 90.25%; Day; 1,220 70.91; Evening; 55</p> <p>Faculty Status (PT vs FT) 89.22%; 844; PT 90.04%; 472; FT</p>	<p>Frequency of course offerings (online) and the desire for matriculation may account for the noticeable retention pattern in online classes by comparison to hybrid and traditional. Instructor quality may be a factor as to why retention is high in areas.</p>
<p>Section Count by</p> <p>Mode of instruction Hybrid:15 Online:37 Traditional:2</p> <p>Schedule Afternoon:3 Day:47 Evening:4</p> <p>Faculty Status (PT vs FT) PT: 27; FT: 27</p>	<p>Once more, COVID and the necessity to maintain employment in all probability account for popularity of online in comparison to other modes of delivery.</p>

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<p>Enrollment Count by</p> <p><u>Mode of instruction</u> Hybrid: 169 Online: 1,119 Traditional: 30</p> <p><u>Schedule</u> Afternoon: 41 Day: 1,221 Evening: 6</p> <p><u>Faculty Status (PT vs FT)</u> PT: 844; FT: 474</p>	<p>See comments from previous cells.</p>
<p>Class Size Average by</p> <p><u>Mode of instruction</u> Hybrid: 11.27 Online: 30.24 Traditional: 15</p> <p><u>Schedule</u> Afternoon: 13.67 Day: 25.98 Evening: 14</p> <p><u>Faculty Status (PT vs FT)</u> PT: 31.26; FT: 17.56</p>	<p>See comments from previous cells</p>
<p>Student Equity Data</p> <p>Specifically address any equity gaps. What innovative plans or projects will help to close these gaps?</p>	
<p>Efficiency: WSCH, FTES Full Time: WSCH, 395; FTES, 13.2 Part-Time: WSCH,468; FTES, 15.6</p>	
<p>Curriculum – Course Outline of Record</p>	<p>COR's for transferrable courses in ADT attached. Managerial Accounting has been adopted for transfer purposes since last Program Review, and both it and Financial Accounting have been revised according to mandates prescribed by chancellor's office.</p>

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<p>Overall Observation of Data on Courses</p> <p>This section provides an opportunity to tie in all the data about the courses. 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”.</p>	<p>See Page Five under “Program Data Analysis”</p>
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Program Learning Outcomes	Assessment Results – Summary of Data	Use of Results
1. Understanding the role of accounting and apply basic accounting information to business decision-making.	N/A	
2. Demonstrate the ability to analyze, interpret, and prepare financial statements and reports in accordance with generally accepted accounting procedures.	N/A	
3. Demonstrated ethical conduct in accounting functions.	N/A	
4.		
5.		

Program Data	Analysis
Demographics	African-American, Hispanic, Caucasian
Award Count	76; inclusive of certificates and degrees
Student Equity Data Specifically address any equity gaps. What innovative plans or projects will help to close these gaps?	Significant awarding of degrees to Hispanic and Caucasian students. African-American students may be underprepared for the rigors of accounting perhaps due to socioeconomic factors regarding K-12 preparation in math and organizational skills, single parent household, poverty, etc. BCC may want to offer tutorial programs and/or remedial training ("Intro Course" serving as a prerequisite to Accounting I) as a means of bridging this inequality.
Student or Program Satisfaction Survey Results	

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<p>CTE-specific data</p> <ul style="list-style-type: none"> • CTE Advisory Boards • Labor Market data • Program Viability 	<p>Accounting proves to be one of the more popular courses of study with our local employers. Each year, the CTE Advisory hosts members of the local business community where faculty are informed of employers’ concerns regarding the viability of the workforce educated by our institution. Their feedback has proved invaluable, leading to the development of an Entrepreneurial Studies program and the rebirth of our Customer Service Academy weekend seminar on interpersonal skills. The annual advisory serves as a practical infusion of “what” our employers need while, simultaneously, offering feedback we need as a CTE program.</p>
<p>Comparative data (compared to BCC and/or compared to other programs)</p>	
<p>Overall Observation of Data on Program</p> <p>This section provides an opportunity to tie in all the data about the program. 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”.</p>	<p>The demand for an Accounting education continues to grow nationwide and BCC is reflective of that trend. The Bureau of Labor Statistics infers “<i>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.</i>” /www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm</p> <p>As for online delivery, studies have also examined that employers are becoming more willing to hire students who may have studied accounting under a live format (as an undergrad) followed by online in graduate school. Or vice versa. See www.researchgate.net/publication/282199241_Employer_Perceptions_of_Online_Accounting_Degrees for further information on this hiring trend.</p>

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Guided Pathways	Response
<p>List the other programs that are part of your Guided Pathway</p>	<p>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</p>
<p>Provide a summary of the collaboration with other programs in the pathway.</p> <p>Examples: meetings, projects, etc.</p>	<p>Ongoing meetings with disciplines such as Business, Economics and Entrepreneurship the purposes of which are the continuation in the improvement of guided pathways.</p>

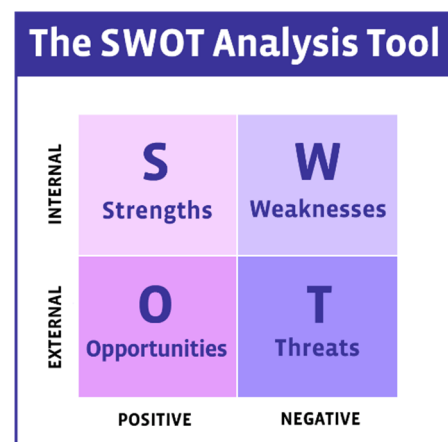
Faculty/ Program Staff Data	Analysis
Faculty Load (FTEF)	5.6
FT/PT Faculty Ratio	5.6:5.8
Faculty Professional Development	<p>Full-time faculty member employed in financial services and continues to research and write on financial topics.</p> <p>Part-time faculty maintain consulting practice in accounting/business development.</p> <p>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.</p>
Program Staffing and Support	Dean and her administration are supportive of the needs inherent to the program.

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<p>Overall Observation of Data on Faculty</p> <p>This section provides an opportunity to tie in all the data about the faculty. 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”.</p>	<p>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.</p>
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SWOT Analysis



	Positive/ Helpful	Negative/ Harmful
Internal	<p>STRENGTHS</p> <ul style="list-style-type: none"> • 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 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • 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 • Certificate training requires more computer based analytical program instruction
External	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Partnerships with local businesses for internship program • Development of Tax Preparation weekend seminar class 	<p>THREATS</p> <ul style="list-style-type: none"> • Continued “shutdown” due to pandemic could impact enrollment given regional community colleges offer similar program • Employment opportunities somewhat limited given impediments to business creation by local govt. • Certification may need perennial update to maintain currency in field

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III. Program Goals

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Copy and paste the table below for each goal.

GOAL	
Objective 1 Actions, Tasks Outcomes, Measures, Assessment	Develop internship program for basic Bookkeeping and Payroll type of employment Discuss with Advisory during fall '21; implement by fall of '22
Objective 2 Actions, Tasks Outcomes, Measures, Assessment	Creation of Tax Preparer seminar course to be offered on a biweekly basis Curriculum development; gathering data in support of endeavor. Staffing may be a concern Roll-out could be as early as spring '23
Objective 3 Actions, Tasks Outcomes, Measures, Assessment	Incorporate more software and software instruction into the program. Curriculum adoption; instructional preparation Short-term goal attainable within the immediate fiscal year.
Alignment to BCC Strategic Priority (Select all that apply – click Choose an item for the drop-down list to appear)	“Equitable Student Success” adheres to Objective I
	“ “ adheres to Objective I as it does to “A Culture of Learning and Innovation.”
	Objective II aligns with “Building a Community

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