

Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: ~~Business Studies~~ Accounting

Term/Year of Review: Fall ~~2021~~ 2022

Summary of Program Review:

A. Major Findings

1. Strengths:

- The number of students enrolled (headcount) in the Accounting Program increased by 3.6% over the past three years, while headcount across the institution decreased by 11.8%.
- Over the past three years, the Accounting Program has claimed an average of 31.2 students per section. The average class size in the program has exceeded the average class size of 25.1 students per section across the institution during this period.
- The Economic Development Department projects an increase of 20 positions for Napa County. The increase in positions in Napa County translates into a 1.7% increase for the industry.
- Over the past three years, the successful course completion rate for the Accounting Program was significantly higher than the rate at the institutional level.
- Among Accounting Program students, job placement rates have consistently exceeded the program-set standard of 60%.

2. Areas for Improvement:

During the early part of the time period covered by this review, we developed the accounting department involvement in the Supplemental Instruction (SI) to assist students in learning accounting. During more recent semesters there have been delays in getting approval for SI Leaders, with approval coming well after the start of the semester – which decreased the effectiveness of SI for accounting students.

We would like to work on better timing of SI Leader approvals in future years.

3. Projected Program Growth, Stability, or Viability:

The Accounting program is in significant growth mode.

The number of AS degrees conferred by the Accounting Program increased by 200% between 2018-2019 and 2020-2021.

The number of certificates of achievement conferred by the Accounting Program increased by 200% between 2018-2019 and 2020-2021.

We are confident the numbers will continue to increase.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

Napa Valley College prepares students for evolving roles in a diverse, dynamic, and interdependent world. The college serves students and the community in the following areas: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes.

The Associate of Science Degree in Accounting is a four-semester course of study designed to prepare students for a career in Accounting as an Accounting Clerk, Bookkeeper, Payroll Clerk or entry-level Accountant.

Successful completion of the Bookkeeping Certificate program will provide the skills necessary for an entry-level accounting clerk or bookkeeping job

The degree and certificate of achievement is completely aligned with the college mission. Further, in keeping with the college's Strategic Plan, this degree's purpose is to facilitate student success and completion. In addition, the program is linked to the Community College Mission of workforce development.

2. Assessment of Program's Recent Contributions to Institutional Mission:

The Accounting program is designed to provide students with the skills and knowledge required for entry-level positions in Accounting, industry, government, financial institutions, and small businesses, and to fulfill transfer requirements of four-year universities.

Napa Valley College also offers a Bookkeeping Certificate of Achievement. The goals and objectives of this certificate is to increase students' employability and effectiveness by providing a stackable certificate linked to occupation needs of the industry.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Added the degree requirement to the college catalog under the correct heading: Accounting. Prior to 2018, it had been erroneously categorized under Business.

Hired fulltime tenured professor Terry Wegner.

Hired additional, very well qualified adjunct faculty: Shaun Shah and Sean Bowman.

Created a video to be used for promotional purposes.

Continued outreach efforts to local businesses, accounting firms, and other potential employers of NVC students.

Archived BUSI 242 Foundation of Corporate Finance. The course was not part of the TMC model. It was also no longer a required course for any of the ACCT or BUSI certificates or degrees.

Archived and removed COMS 110 as a restrictive elective. This decision aligns with the fact that the course is longer required on the Transfer Model Curriculum (TMC) Template for Business Administration 2.0.

Removed courses on the degree requirements that were redundant to GE requirements:

- Removed Tech Math 106 II and removed MATH 106 math degree requirements. Student is required to take math as part of the GE requirements
- Removed HELJ 106 Personal & Community Health Student is required to take math as part of the GE requirements

C. New Objectives/Goals:

Recruit and hire additional well-qualified adjunct faculty who can teach in-person classes.

D. Description of Process Used to Ensure “Inclusive Program Review”

This program review includes details from Accounting advisory meetings and industry professionals. It was co-authored by Professor Terry Wegner and Program Coordinator Claudette Shatto.

Program Review Report Fall 2021 2022

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Accounting
Degree(s)/Certificate(s)	Accounting: AS Accounting-Bookkeeping: CoA
Courses	ACCT 120

	ACCT 122
	ACCT 125
	ACCT 126
	ACCT 127

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Headcount				
Within the Program	388	399	402	3.6%
Across the Institution	8,176	8,181	7,208	-11.8%
Enrollments				
ACCT-120	182	185	209	14.8%
ACCT-122	16	--	30	87.5%
ACCT-125	161	155	166	3.1%
ACCT-126	141	91	113	-19.9%
ACCT-127	--	69	44	--
Within the Program	500	500	562	12.4%
Across the Institution	32,545	33,102	30,409	-6.6%
<i>Source: SQL Enrollment Files</i>				

RPIE Analysis: The number of students enrolled (headcount) in the Accounting Program increased by 3.6% over the past three years, while headcount across the institution decreased by 11.8%. Enrollment within the Accounting Program increased by 12.4%, while enrollment across the institution decreased by 6.6%

Enrollment in the following courses changed by more than 10% ($\pm 10\%$) between 2018-2019 and 2020-2021:

Courses with enrollment increases:

- ACCT-122 (87.5%)
- ACCT-120 (14.8%)

Course with an enrollment decrease:

- ACCT-126 (-19.9%)

For ACCT-127, which was offered in two of the past three years, enrollments decreased by 36.2% between 2019-2020 and 2020-2021.

Program Reflection:

We began offering ACCT 122 every fall semester, when it was previously offered once every two years. We also started offering a late-start section of ACCT 120, which helped increase enrollments.

2. Average Class Size

	2018-2019		2019-2020		2020-2021		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
ACCT-120	6	30.3	7	26.4	7	29.9	28.8	-1.6%
ACCT-122	1	16.0	--	--	1	30.0	23.0	87.5%
ACCT-125	5	32.2	4	38.8	4	41.5	37.1	28.9%
ACCT-126	4	35.3	3	30.3	4	28.3	31.4	-19.9%
ACCT-127	--	--	2	34.5	2	22.0	28.3	--
Program Average*	16	31.3	16	31.3	18	31.2	31.2	-0.1%
Institutional Average*	1,313	24.8	1,348	24.6	1,171	25.9	25.1	4.4%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments.}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

***RPIE Analysis:** Over the past three years, the Accounting Program has claimed an average of 31.2 students per section. The average class size in the program has exceeded the average class size of 25.1 students per section across the institution during this period. Average class size in the program remained stable between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period.*

Average class size in the following courses changed by more than 10% ($\pm 10\%$) between 2018-2019 and 2020-2021:

Courses with increases in average class size:

- ACCT-122 (87.5%)
- ACCT-125 (28.9%)

Course with a decrease in average class size:

- ACCT-126 (-19.9%)

Program Reflection:

We began offering ACCT 122 every fall semester, when it was previously offered once every two years.

3. Fill Rate and Productivity

Fill Rate*

	Enrollments*	Capacity	Fill Rate
2018-2019	419	600	69.8%
2019-2020	471	530	88.9%
2020-2021	503	605	83.1%
Three-Year Program Total	1,393	1,735	80.3%
Institutional Level	83,156	101,258	82.1%
Productivity*			
	FTEs	FTEF	Productivity
2018-2019	58.7	3.9	15.1
2019-2020	59.6	3.7	16.1
2020-2021	68.3	4.7	14.5
Three-Year Program Total	186.6	12.3	15.2
<i>Source: SQL Enrollment and Course Sections Files</i>			
<p><i>RPIE Analysis: Fill rates within the Accounting Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 80.3% to institution-level rate of 82.1% over the past three years.] Between 2018-2019 and 2019-2020, enrollment increased while capacity decreased, resulting in an increase in fill rate. Between 2019-2020 and 2020-2021, both enrollment and capacity increased, resulting in a decrease in fill rate (due to a higher rate of increase in capacity).</i></p> <p><i>Productivity ranged from 14.5 to 16.1 over the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 15.2 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)</i></p> <p><i>*Note: Fill rates and productivity reported in the table do not include six Accounting section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.</i></p>			

Program Reflection:

We attempted to offer a variety of modes and durations of classes – synchronous online, asynchronous online, traditional 18-week, 9-week, and late start 15-week.

4. Labor Market Demand

Economic Development Department Standard Occupational Classification Description (SOC Code): 13-2082, 43-3031, 43-3051, 43-4011, 43-9111, 11-1011	Numeric Change in Employment	Projected Growth (% Change in Employment)	Average Annual Job Openings (New Jobs + Replacement Needs)
Napa County (2018-2028)	20	+1.7%	1,380

Bay Area ^A (2018-2028)	-1,100	-1.9%	61,480
California (2018-2028)	-6,600	-2.3%	299,160

Source: Economic Development Department Labor Market Information, Occupational Data, Occupational Projections (<http://www.labormarketinfo.edd.ca.gov>)

^ABay Area counties include: Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).

RPIE Analysis: The figures reported in the table above pertain to Standard Occupational Classifications for the following positions:

- tax preparers
- bookkeeping accounting, and auditing clerks
- payroll and timekeeping clerks
- brokerage clerks
- statistical assistants
- chief executives

The Economic Development Department projects an increase of 20 positions for Napa County and a decrease of 1,100 positions for the Bay Area for the types of positions described above by 2028 (compared to 2018). The increase in positions in Napa County translates into a 1.7% increase for the industry. The decrease in positions for the Bay Area translates into 1.9% decrease for the industry, which reflects the projected 2.3% decrease across the state. Approximately 1,380 openings are projected each year in Napa County, while 61,480 openings are projected each year in the Bay Area (through 2028).

Program Reflection:

In addition to the above positions, NVC accounting classes, certificates, and degrees help prepare students for careers in management accounting, governmental accounting, and public accounting (CPAs).

B. Momentum

1. Retention and Successful Course Completion Rates

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
ACCT-120	81.9%		X	70.0%		X
ACCT-122	80.4%		X	71.7%		X
ACCT-125	88.2%		X	77.2%		X
ACCT-126	95.7%	X		91.9%	X	
ACCT-127	98.2%	X		92.0%	X	
Program Level		88.0%			78.7%	

Institutional Level	90.3%	75.6%
<p><i>Source: SQL Enrollment Files</i></p> <p>-- Indicates a value that is within 1% of the program-level rate.</p> <p><i>Bold italics</i> denote a statistically significant difference between the course-level rate and the program-level rate.</p> <p>Bold denotes a statistically significant difference between the program-level rate and the institutional rate.</p> <p>Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.</p>		

***RPIE Analysis:** Over the past three years, the retention rate for the Accounting Program was significantly lower than the rate at the institutional level. The retention rate for ACCT-120 was significantly lower than the program-level rate. The retention rates for ACCT-126 and ACCT-127 were significantly higher than the program-level rate. The retention rate for the Accounting Program falls in the first quartile (Q1) among program-level retention rates (across 60 instructional programs, over the past three years). The retention rate for Accounting is among the lowest 25% of retention rates among NVC programs.*

Over the past three years, the successful course completion rate for the Accounting Program was significantly higher than the rate at the institutional level. The successful course completion rate for ACCT-120 was significantly lower than the program-level rate. The successful course completion rates for ACCT-126 and ACCT-127 were significantly higher than the program-level rate. The successful course completion rate for the Accounting Program falls in the second quartile (Q2) among program-level successful course completion rates (across 60 instructional programs, over the past three years). The successful course completion rate for Accounting falls within the 25%-50% range of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (9.3%) was significantly lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Accounting courses claimed a difference (between retention and successful course completion) that exceeded 10%:

- ACCT-120 (11.9%)*
- ACCT-125 (11.0%)*

Program Reflection:

During the early part of the time period covered by this review, we developed the accounting department involvement in the Supplemental Instruction (SI) to assist students in learning accounting. During more recent semesters there have been delays in getting approval for SI Leaders, with approval coming well after the start of the semester – which decreased the effectiveness of SI for accounting students. We would like to work on better timing of SI Leader approvals in future years.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
African American/Black	78.9%	86.8%	66.7%	65.0%
Latinx/Hispanic			75.4%	72.6%
First Generation			76.9%	74.4%

Source: SQL Enrollment Files

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the Accounting Program, the retention rate among African American/Black students was lower than the rate at the institution level. (The difference was not statistically significant.)

Within the Accounting Program, the successful course completion rates among the three demographic groups were higher than the rates at the institutional level. (The differences were not statistically significant.)

These patterns reflect the findings from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rate was lower than the institution-level rate for retention and the program-level rate exceeded the institution-level rate for successful course completion. (See Section I.B.1 above).

Program Reflection:

Although the retention rate among African American/Black students was lower than the rate at the institution level. The difference was not statistically significant.

The successful course completion rates between

1. African American/Black
2. Latinx/Hispanic
3. First Generation college students at the program level were higher than the rates at the college level. This is reflective of the continuous monitoring of the program and refinement of the course offerings.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

	Retention Rates (Across Two Years)			Successful Course Completion Rates (Across Two Years)		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
ACCT-120						
In-Person vs. Hybrid	87.3%	80.1%		73.0%	61.9%	
In-person vs. Online	82.5%		83.4%	71.1%		83.4%
Hybrid vs. Online		80.1%	88.8%		61.9%	73.5%
ACCT-125						
In-Person vs. Hybrid	90.9%	78.7%		81.8%	68.1%	
In-person vs. Online	86.3%		85.5%	73.4%		75.8%
Hybrid vs. Online		78.7%	96.3%		68.1%	86.4%
ACCT-126	90.5%		96.9%	90.5%		94.4%
ACCT-127	90.9%		100%	90.9%		100%
Program Total						
In-Person vs. Hybrid	88.3%	79.9%		78.8%	65.2%	
In-person vs. Online	89.3%		84.1%	77.2%		82.5%
Hybrid vs. Online		80.0%	86.2%		66.5%	82.1%
Institutional Total						
In-person vs. Hybrid	90.8%	94.1%		84.4%	84.9%	
In-person vs. Online	88.1%		88.6%	71.6%		71.7%
Hybrid vs. Online		85.7%	82.2%		69.2%	63.4%

Source: SQL Course Sections Files

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

Bold italics denote a significantly lower rate within that delivery mode.

Note: The analysis of retention and successful course completion by delivery mode does not include spring 2020 – spring 2021 because most courses shifted to an online/hybrid delivery mode beginning in spring 2020 due to the COVID-19 pandemic (thereby blurring the distinction between delivery modes).

RPIE Analysis: Over the past three years, three courses within the Accounting Program have been offered through at least two delivery modes within the same academic year. In 2018-2019, ACCT-120 and ACCT-125 were offered through in-person, hybrid, and online formats. In the same year, ACCT-126 was offered through in-person and online formats. In 2019-2020, ACCT-120, ACCT-125, and ACCT-126 were offered through in-person and online formats. In 2020-2021, ACCT-120, ACCT-125, ACCT-126, and ACCT-127 were offered through in-person and online formats. This analysis focuses on program-level rates. Details for the course level are included in the table above.

Within the Accounting Program:

- The retention rate in hybrid sections was significantly lower than the retention rate in in-person sections. This pattern deviates from the findings at the institutional level, where the retention rate in in-person sections was lower than the rate in hybrid sections (although the difference at the institutional level was not statistically significant).

- *The retention rate in online sections was significantly lower than the retention rate in in-person sections. This pattern deviates from the findings at the institutional level, where the retention rate in in-person sections reflected the rate in online sections.*
- *The retention rate in hybrid sections was lower than the retention rate in online sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the retention rate in online sections was significantly lower than the rate in hybrid sections.*

Within the Accounting Program:

- *The successful course completion rate in hybrid sections was significantly lower than the successful course completion rate in in-person sections. This pattern deviates from the findings at the institutional level, where the successful course completion rate in hybrid sections reflected the rate in in-person sections.*
- *The successful course completion rate in in-person sections was significantly lower than successful course completion rate in online sections. This pattern deviates from the findings at the institutional level, where the successful course completion rate in in-person sections mirrored the rate in online sections.*
- *The successful course completion rate in hybrid sections was significantly lower than the successful course completion rate in online sections. This pattern deviates from the findings at the institutional level, where the successful course completion rate in online sections was significantly lower than the rate in hybrid sections.*

Program Reflection:

The data suggests that the retention and completion rate for ACCT courses is highest in face-to-face sections. However, we did not offer hybrid classes during the dates indicated of this review– prior to March 2020 we had face-to-face classes and asynchronous online. After March 2020 it was either synchronous online or asynchronous online– so the comparison is not meaningful.

It is recommended that ACCT faculty to consider using tools such as the Starfish Early Alert program. This program may help in identifying students that would benefit from additional help and resources that the campus offers.

Additional recommendations for consideration: Offer supplemental instruction for advanced ACCT courses – when SI Leaders are identified, recruited, and trained.

C. Student Achievement

1. Program Completion

	2018-2019	2019-2020	2020-2021
Degrees			
Accounting: AS Degree	3	2	9
Institutional: AS Degrees	386	408	408
Average Time to Degree (in Years)⁺			
Accounting: AS Degree	*	*	*
Institutional: AS	4	4	4

Certificates			
Accounting-Bookkeeping: CoA	2	9	6
Institutional: Certificates of Achievement	349	308	496
Average Time to Certificate (in Years)*			
Accounting-Bookkeeping: CoA	*	*	*
Institutional: Certificates of Achievement	3	4	4

Source: SQL Award Files

*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later. Among 2019-2020 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2010-2011 or later.

RPIE Analysis: The number of AS degrees conferred by the Accounting Program increased by 200% between 2018-2019 and 2020-2021. Over the same period, the number of AS degrees conferred by the institution increased by 5.7%. The Accounting Program accounted for 0.8% of the AS degrees conferred in 2018-2019 and 2.2% of those conferred in 2020-2021. The average time to degree is not reported due to small cohort sizes.

The number of certificates of achievement conferred by the Accounting Program increased by 200% between 2018-2019 and 2020-2021. Over the same period, the number of certificates of achievement conferred by the institution increased by 42.1%. The Accounting Program accounted for 0.6% of the certificates conferred by the institution in 2018-2019 and 1.2% of those conferred in 2020-2021. The average time to certificate is not reported due to small cohort sizes.

Program Reflection:

We are incredibly proud of the outreach efforts and program improvements. The Accounting program is in significant growth mode.

The number of AS degrees conferred by the Accounting Program increased by 200% between 2018-2019 and 2020-2021.

The number of certificates of achievement conferred by the Accounting Program increased by 200% between 2018-2019 and 2020-2021.

We are confident the numbers will continue to increase.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

Measure	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		Year 1	Year 2	Year 3	Three-Year Total
Job Placement Rate	60% (75%)	73.1%	80.0%	82.8%	78.8%
Licensure Exam Pass Rate	Licensure exams are not required for this program				
<i>Sources: Perkins IV Core 4 Employment data for Program (TOP Codes: 0501, 0505, and 0506) for job placement rates</i> https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx ; *Program-set standards and stretch goals reported in the table are the standards and goals established in 2019.					

RPIE Analysis: Among Accounting Program students, job placement rates have consistently exceeded the program-set standard of 60%. The job placement rates met the stretch goal of 75% in two of the past three years.

Program Reflection:

Employment opportunities in all fields of accounting remain very strong. For students who choose accounting as a career, successfully complete NVC accounting classes and/or obtain a certificate or degree, their employment opportunities are enhanced.

II. CURRICULUM

A. Courses

Subject	Course Number	Date of Last Review (Courses with last review dates of 6 years or more must be scheduled for immediate review)	Has Prerequisite* Yes/No & Data of Last Review	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
ACCT	120	2021	No	No	No	X
ACCT	122	2019	No	No	No	X
ACCT	125	2021	No	No	No	X
ACCT	126	2021	Yes 2021	No	No	X
ACCT	127	2018	No	No	No	X

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates⁺

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
Accounting (AS)	Updated 08/14/2020	Yes	No	No	X
Accounting-Bookkeeping (Certificate of Achievement)	Updated 08/14/2020	Yes	No	No	X

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

†Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

Archived BUSI 242 Foundation of Corporate Finance. The course was not part of the TMC model. It was also no longer a required course for any of the ACCT or BUSI certificates or degrees.

Archived and removed COMS 110 as a restrictive elective. This decision aligns with the fact that the course is longer required on the Transfer Model Curriculum (TMC) Template for Business Administration 2.0.

Removed courses on the degree requirements that were redundant to GE requirements:

- Removed Tech Math 106 II and removed MATH 106 math degree requirements. Student is required to take math as part of the GE requirements
- Removed HELJ 106 Personal & Community Health Student is required to take math as part of the GE requirements

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
	5	5	100%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Accounting: AS	2	2	2	100%	100%
Accounting-Bookkeeping: CoA	1	0	0	0%	0%

Program Reflection:

The Bookkeeping certificate PLO were updated, but not reported in Tracdat. Claudette Shatto, Program Coordinator will be reviewing the PLOs Fall 22. Additionally the SLO will be updated in Courseleaf to match the PLOs.

B. Summary of Learning Outcomes Assessment Findings and Actions

Supplemental instruction has elicited positive feedback from students. Instructors have noticed few student complaints as well. The program is interested in continuing to provide this support.

Program Reflection:

Supplemental instruction is vital for student success.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- X Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

The Accounting program is in significant growth mode.

The number of AS degrees conferred by the Accounting Program increased by 200% between 2018-2019 and 2020-2021.

The number of certificates of achievement conferred by the Accounting Program increased by 200% between 2018-2019 and 2020-2021.

We are confident the numbers will continue to increase.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Accounting
Plan Years: 2022-2023 through 2024-2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Supplemental instruction is vital for student success.	Retention and Successful Course Completion Rates	Spring 23	Increase in course completion rates
Bookkeeping PLOs need to be assessed	Learning Outcomes Assessment	Fall 22	Enter in TracDat

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

Supplemental Instruction:

Recommend hiring Supplemental Instructor

Faculty Personnel Needs:

- Hire an additional adjunct-faculty for additional face to face instruction

Diversity, Equity, and Inclusion:

- Alignment with HSI awarded grant to address equity gaps through both outreach and program improvement.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

Added the degree requirement to the college catalog under the correct heading: Accounting. Prior to 2018, it had been erroneously categorized under Business.

Hired fulltime tenured professor Terry Wegner.

Archived BUSI 242 Foundation of Corporate Finance. The course was not part of the TMC model. It was also no longer a required course for any of the ACCT or BUSI certificates or degrees.

Archived and removed COMS 110 as a restrictive elective. This decision aligns with the fact that the course is longer required on the Transfer Model Curriculum (TMC) Template for Business Administration 2.0.

Removed courses on the degree requirements that were redundant to GE requirements:

- Removed Tech Math 106 II and removed MATH 106 math degree requirements. Student is required to take math as part of the GE requirements
- Removed HELJ 106 Personal & Community Health Student is required to take math as part of the GE requirements

B. Effective Practices

- Continued responsiveness to industry and student needs.
- Supporting faculty work & industry connections
- Strong linkages with business & community bookkeeping/ accounting needs
- Monitoring legislation
- Monitoring industry trends

Feedback and Follow-up Form

Completed by Supervising Administrator:

Date:

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

Areas of concern, if any:

Recommendations for improvement:

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	
Personnel: Classified	
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	
Facilities	
Operating Budget	
Professional Development/ Training	
Library & Learning Materials	