**INSTITUTIONAL PROGRAM REVIEW 2011-12**

**Program Efficacy**

**Purpose of Institutional Program Review**

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process.  Program Review is a systematic process for evaluating programs and services annually.  The major goal of the Program Review Committee is to evaluate the effectiveness of programs, (comma not needed here) and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

  Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals

  Aid in short-range planning and decision-making

  Improve performance, services, and programs

  Contribute to long-range planning

  Contribute information and recommendations to other college processes, as appropriate

  Serve as the campus’ conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold.  It includes an annual campus-wide needs assessment in the fall, (comma not needed here)and an in-depth review of each program every three years that we call the Program Efficacy phase.  Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

An team of three disinterested committee members will meet with you to carefully review and discuss your document.  You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals.  The rubric that the team will use to evaluate your program is included with this e-mail

When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input.  The list of readers is being sent to you with these forms as a separate attachment.

Completed documents should be sent to, Program Review Co-Chairs and your Division Dean by November 2, 2011. *It is the writer’s responsibility to be sure the Committee receives the forms on time.*

In response to campus wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will interview and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process now incorporates the Educational Master Plan One-Page Summary (EMP Summary) and strives to reduce duplication of information while maintaining a high quality efficacy process.

**Program Efficacy, 2011/2012**

Complete this cover sheet as the first page of your report.

**Program Being Evaluated**

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| --- |
| Accounting |

**Name of Division**

|  |
| --- |
| Business |

**Name of Person Preparing this Report                                                  Extension**

|  |
| --- |
| Michael Assumma |

**Name of Department Members Consulted**

|  |
| --- |
| Janet Courts |

**Name of Reviewers**

|  |
| --- |
| Dena Murillo-Peters, Marie Mestas, Jesse Galaviz |

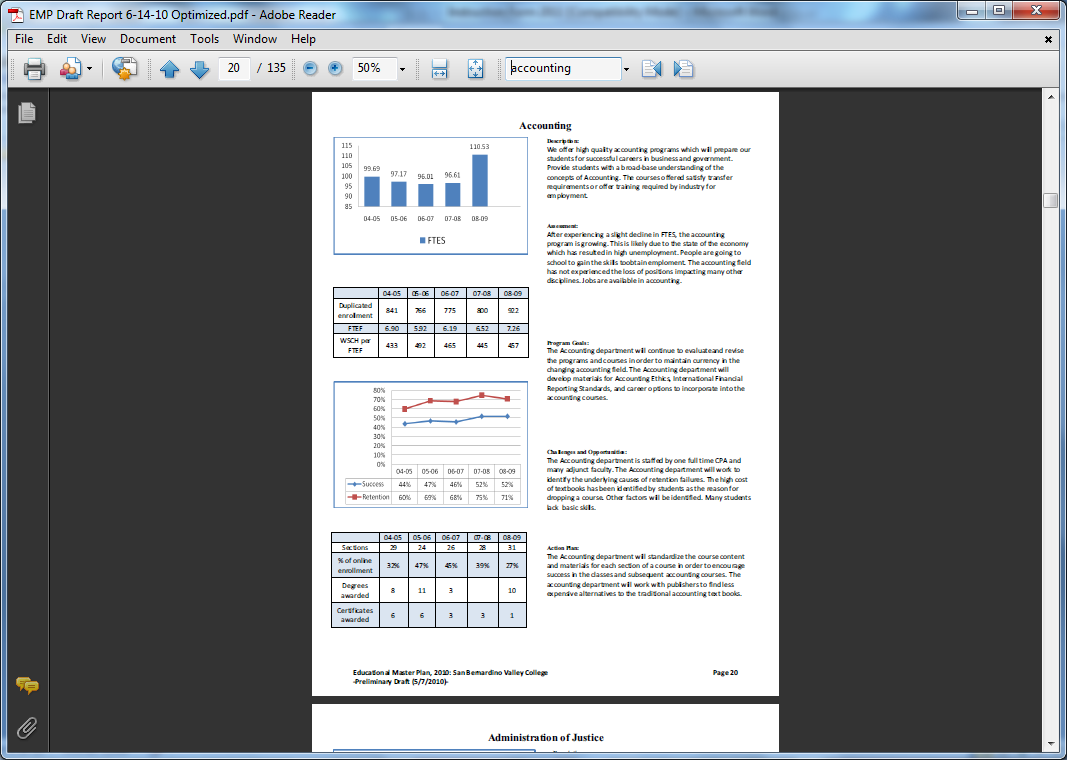
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| **Work Flow** | **Due Date** | **Date Submitted** |
| Date of initial meeting with department |  |  |
| Rough Draft submitted to Program Review Team | 10/19/11 |  |
| Report submitted to Program Review Team | 11/02/11 |  |
|  |  |  |

**Staffing**

List the number of full and part-time employees in your area.

|  |  |  |  |
| --- | --- | --- | --- |
| **Classification** | **Number Full-Time** | **Number Part-time, Contract** | **Number adjunct, short-term, hourly** |
| Managers | 0 | 0 | 0 |
| Faculty | 1 | 0 | 6 |
| Classified Staff | 0 | 0 | 0 |
| **Total** | 1 | 0 | 6 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | FTES |  | Chart 1 |  |  |  |  |  |  |
| 06-07 | 96.01 | |  | | --- | |  | |  |  |  |  |  |  |  |
| 07-08 | 96.61 |  |  |  |  |  |  |  |  |
| 08-09 | 110.53 |  |  |  |  |  |  |  |  |
| 09-10 | 115.07 |  |  |  |  |  |  |  |  |
| 10-11 | 137.30 |  |  |  |  |  |  |  |  |
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| Chart 2 |  |  |  |  |  |  |  |  |  |
|  | | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 |  |
| Duplicated enrollment | | 841 | 766 | 775 | 800 | 922 | 963 | 1166 |  |
| FTEF | | 6.90 | 5.92 | 6.19 | 6.52 | 7.26 | 6.52 | 7.52 |  |
| WSCH per FTEF | | 433 | 492 | 465 | 445 | 457 | 529 | 548 |  |
|  |  |  | Chart 3   |  | | --- | |  | |  |  |  |  |  |  |
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|  | Success | Retention |  |  |  |  |  |  |  |
| 06-07 | 46% | 68% |  |  |  |  |  |  |  |
| 07-08 | 52% | 75% |  |  |  |  |  |  |  |
| 08-09 | 52% | 71% |  |  |  |  |  |  |  |
| 09-10 | 54% | 75% |  |  |  |  |  |  |  |
| 10-11 | 52% | 74% |  |  |  |  |  |  |  |
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| Chart 4 |  |  |  |  |  |  |  |  |  |
|  | | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 |  |
| Sections | | 29 | 24 | 26 | 28 | 31 | 28 | 32 |  |
| % of online enrollment | | 32% | 47% | 45% | 39% | 27% | 32% | 31% |  |
| Degrees awarded | | 8 | 11 | 3 | 0 | 10 | 6 |  |  |
| Certificates awarded | | 6 | 6 | 3 | 3 | 1 | 4 |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Data includes: SBVC, SOFF and SBBHS | | | |  |  |  |  |  |  |

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**Part I.  Questions Related to Strategic Initiative: Access**

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

**Demographic Information**

| **Strategic Initiative** | **Institutional Expectations** | |
| --- | --- | --- |
| **Does Not Meet** | **Meets** |
| **Part I: Access** | | |
| Demographics | The program does not provide an appropriate analysis regarding identified differences in the program’s population compared to that of the general population | The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.  If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations. |
| Pattern of Service | The program’s pattern of service is not related to the needs of students. | The program provides evidence that the pattern of service or instruction meets student needs.  If warranted, plans or activities are in place to meet a broader range of needs. |

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| Accounting | | | Campus | |
| 18.51% | **African-American** | 18.55 | |
| 4.63% | **Asian** | 4.42 | |
| 0.36% | **Native American** | 0.74 | |
| 1.07% | **Pacific Islander** | 1.35 | |
| 0.18% | **Filipino** | 1.91 | |
| 50.53% | **Hispanic** | 48.62 | |
| 20.28% | **White** | 20.32 | |
| 3.74% | **Multi-Ethnicity** | 1.35 | |
| 0.71% | **Unknown** | 3.48 | |
| 38.97% | **% - Male** | 41.4 | |
| 60.85% | **% - Female** | 58.4 | |

Does the program population reflect the college’s population?  Is this an issue of concern?  If not, why not? If so, what steps are you taking to address the issue?

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| The Accounting Program basically reflects the College’s student population in the area of ethnicity. The data is very comparable with the biggest difference being approximately 2 percent (Hispanic, Multi-Ethnicity, Unknown) and the smallest at .04 percent (African American and White). In the area of gender between the Program and the College, there is not much of a difference (~2%) either.  While the Program’s and the College’s gender demographics are close, a difference of no more than 10 percent, there is a significance difference between males and females in the program. There are only 38.97% males compared to 60.85% females. The question is why? We do know that the number of women attending college is higher than men; and that even though the number of women entering the accounting field has been high, the number continues to increase. The Department will speak with accounting colleagues from other area community colleges and CSU, San Bernardino, and Cal Poly, Pomona to see if this is occurring at their schools also. This is issue of concern will be addressed with the advisory committee members for their input. |

**Pattern of Service**

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

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| Classes are offered in the morning and the evenings, Monday thru Thursday, and online. The Department has scheduled afternoon classes beginning at 12 noon or 1 p.m., but were cancelled due to low enrollment. On Saturdays, short-term classes of anywhere from 5 to 13 weeks are offered.  The Department schedules classes to meet the needs of our day students and working adults. The classes are offered in the morning, evening, Saturdays, and online. Short-term classes have proved to be popular; therefore, this current semester, Fall 2011, the Department is offering three short term accounting classes, Bookkeeping on Saturdays during the first eight weeks and two sections of Computerized Accounting, first (online) and second (on campus) eight weeks of the semester. Online sections of Financial Accounting and Managerial Accounting are offered over the full semester. |

**Part II: Questions Related to Strategic Initiative: Student Success**

| **Strategic Initiative** | **Institutional Expectations** | |
| --- | --- | --- |
| **Does Not Meet** | **Meets** |
| **Part II: Student Success - Rubric** | | |
| Data demonstrating achievement of instructional or service success | Program does not provide an adequate *analysis* of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed. |
| Student Learning Outcomes and/or Student Achievement Outcomes | Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy. | Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy. |

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded” on page 3 of this form.)

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| While our retention rate (~74%)is relatively steady, our success rate (52%) is lower than we would like. Since we have an open door policy, many students experiencing accounting are academically under equipped to properly succeed with the program. Therefore, we have been encouraging students to first enroll in Accounting 010 (Bookkeeping) before attempting the transfer level accounting courses. |

**Supplemental Data**

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

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| The terminal certification for accounting students is the CPA designation which currently requires a 4-year degree. January 1, 2014 the requirement will be 150 semester units including a 4-year degree. We prepare our students for transfer to a university or work with them as they develop the skills needed to pursue careers in bookkeeping, data entry, payroll specialists, jobs that do not require a university education.  During the year, full time faculty and students attend the California Society of CPAs, Inland Empire Chapter Young and Emerging Professionals events. Accounting students and faculty were recognized at the California Society of CPAs annual Student/Faculty Reception. The Society presented scholarships to students from each of the area schools. Faculty members accepted invitations to join and continue to serve on the: CSUSB Community College Advisory Board, CSUSB Accounting Advisory Board, CSUSB Accounting Association Advisory Board, Beta Alpha PSI, a National Accounting Honor Society, CalCPA board of directors, and IRS Volunteer Income Tax Assistance Coalition board. In addition, faculty are members of CalCPA, American Institute of Public Accountants, and the Institute of Management Accountants. |

**Student Learning Outcomes and/or Student Area Outcomes**

**Demonstrate that your program has continued to make progress on Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program’s last efficacy report.**

**See** [**Strategic Initiative 5.1**](http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/president/College%20Planning%20Documents/StrategicInitiativesandBenchmarksMasterFormFinal.ashx)

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| .   The Accounting Department assessed all courses during Spring or Fall 2010.  ACCT 047 and 090 were assessed in Spring 2010. ACCT 010, 030, 200, and 201, were assessed during the Fall 2010 semester. The assessment tool for each course was a quiz/midterm that tested the skills addressed in the course Student Learning Objectives.  The department is using the results to increase the efficiency of the courses and the assessment process. |

**Part III. Questions Related to Strategic Initiative: Institutional Effectiveness**

| **Strategic Initiative** | **Institutional Expectations** | |
| --- | --- | --- |
| **Does Not Meet** | **Meets** |
| **Part III: Institutional Effectiveness - Rubric** | | |
| Mission and Purpose | The program does not have a mission, or it does not clearly link with the institutional mission. | The program has a mission, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.  Appropriate courses have been articulated or (?) transfer with UC/CSU or plans are in place to articulate appropriate courses. |

**Mission and Purpose:**

*SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

What is the mission statement of the program?

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| Accounting is the information system that measures business activity, processes the data into reports, and communicates the results to decision makers. Accounting is “the language of business.” The better you understand the language, the better you can manage the business. Today’s world is one of information—its preparation, communication, analysis, and use. Accounting is at the heart of this information age. Knowledge of accounting gives a student career opportunities and the insight to take advantage of them. |

How does this purpose relate to the college mission?

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| The mission of San Bernardino Valley College and the purpose of the Accounting Program are very similar. To serve a diverse community of learners and to prepare them to transfer to four-year colleges and universities; to provide student with the knowledge and skills needed to succeed in business, industry and the professions; to prepare students who do not transfer to a four-year institution with the basic skills to enter the accounting/business job market. |

**Productivity**

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses etc…

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| The data reveals that the Accounting Department is serving an increasingly large number of students with half the faculty. The WSCH is high because several of the courses are 4-unit courses. |

**Relevance and Currency, Articulation of Curriculum**

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| --- | --- | --- | --- | --- |
| **Mathematics, Business & Computer Technology** | | | | |
| **Accounting** | | | | |
|  | **Course** | **Status** | **Last Content Review** | **Next Review Date** |
|  | ACCT010 Bookkeeping | Active | 04/26/2010 | 04/26/2016 |
|  | ACCT030 Federal and State Taxation | Active | 12/07/2009 | 12/07/2015 |
|  | ACCT047 Computerized Accounting | Active | 04/26/2010 | 04/26/2016 |
|  | ACCT090 Payroll Accounting | Active | 04/26/2010 | 04/26/2016 |
|  | ACCT200 Financial Accounting | Active | 04/26/2010 | 04/26/2016 |
|  | ACCT201 Managerial Accounting | Active | 04/26/2010 | 04/26/2016 |
|  | ACCT222 Independent Study in Accounting | Active | 12/06/2010 | 12/06/2016 |
|  | ACCT010 Bookkeeping | Historical |  |  |
|  | ACCT047 Computerized Accounting | Historical |  |  |
|  | ACCT047 Computerized Accounting | Historical |  |  |
|  | ACCT090 Payroll Accounting | Historical |  |  |
|  | ACCT100 Introduction to Financial Accounting I | Historical |  |  |
|  | ACCT100 Introduction to Accounting I | Historical |  |  |
|  | ACCT101 Introduction to Accounting II | Historical |  |  |
|  | ACCT101 Introduction to Financial Accounting II | Historical |  |  |
|  | ACCT132X4 Volunteer Income Tax Assistance I (VITA I) | Historical |  |  |
|  | ACCT132X4 Volunteer Income Tax Assistance I (VITA I) | Historical |  |  |
|  | ACCT133X4 Volunteer Income Tax Assistance II (VITA II) | Historical |  |  |
|  | ACCT133X4 Volunteer Income Tax Assistance II (VITA II) | Historical |  |  |
|  | ACCT200 Principles of Accounting I | Historical |  |  |
|  | ACCT201 Principles of Accounting II | Historical |  |  |
|  | ACCT202 Intermediate Accounting | Historical |  |  |
|  | ACCT202 Intermediate Accounting | Historical |  |  |
|  | ACCT206 Cost Accounting | Historical |  |  |
|  | ACCT206 Cost Accounting | Historical |  |  |
|  | ACCT222 Special Problems in Acct I | Historical |  |  |
|  | ACCT235 Acct Fr Gov&nt-For-Proft Org I | Historical |  |  |
|  | ACCT235 Acct Fr Gov&nt-For-Proft Org I | Historical |  |  |
|  | ACCT236 Acct Gov & Not-For-Proft Org II | Historical |  |  |
|  | ACCT236 Acct Gov & Not-For-Proft Org II | Historical |  |  |
|  | ACCT237 Budgeting for Governments | Historical |  |  |
|  | ACCT237 Budgeting for Governments | Historical |  |  |
|  | ACCT285 Honors in Accounting | Historical |  |  |
|  | ACCT285 Honors in Accounting | Historical |  |  |

If applicable to your area, describe your curriculum by answering the following questions.

The Content Review Summary from Curricunet indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy.

All curriculum is up to date.

Articulation and Transfer

|  |  |  |
| --- | --- | --- |
| List Courses above 100 where articulation or transfer is **not** occurring | With CSU | With UC |
| NA |  |  |
|  |  |  |
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Describe your plans to make course qualify for articulation or transfer.

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| NA |

**Currency**

Follow the link below and review the last college catalog data.  
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If not, how does the program plan to remedy the discrepancy?

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| The course information is correct. |
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**Part IV. Planning**

| **Strategic Initiative** | **Institutional Expectations** | |
| --- | --- | --- |
| **Does Not Meet** | **Meets** |
| **Part IV: Planning - Rubric** | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program ~~(hyphen not needed here—oops—it looks like a deletion line~~identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

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| Due to the increased requirements for certification, the recession proof nature of accounting, student demand for accounting courses is expected to continue to increase. Due to the significant budget constraints we are maximizing the enrollment in each course, and offering additional sections of courses with the most demand and cutting classes with less demand. |

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

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| NA |

Challenges

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

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| No new data, our biggest challenge is lack of faculty. With only one full time faculty member, our program is understaffed to serve the needs of our students. |

**V. Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships.**

| **Part V: Technology, Partnerships & Campus Climate** | | |
| --- | --- | --- |
|  | Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.  Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate | Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.  Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate. |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships. What plans does your program have to further implement these initiatives.

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| --- |
| All of our courses now include a technology component. Our transfer level courses incorporate the same homework management and study materials system used by the local universities. Our non-transferable courses use a variety of publisher supported programs to enhance the student learning process. We will continue to evaluate alternatives to offer our students. |