

INSTITUTIONAL PROGRAM REVIEW 2012 – 2013

Program Efficacy Phase: Instruction

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 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, 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.

Two or three committee members will be meeting 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 embedded in the form. 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.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

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 provide feedback 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 will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy 2012 – 2013

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

Program Being Evaluated

Accounting

Name of Division

Mathematics, Business, and Computer Technology

Name of Person Preparing this Report

Extension

Janet Courts x8905

Names of Department Members Consulted

Michael Assumma x8923

Name of Reviewers

Melinda Moneymaker and Denise Knight

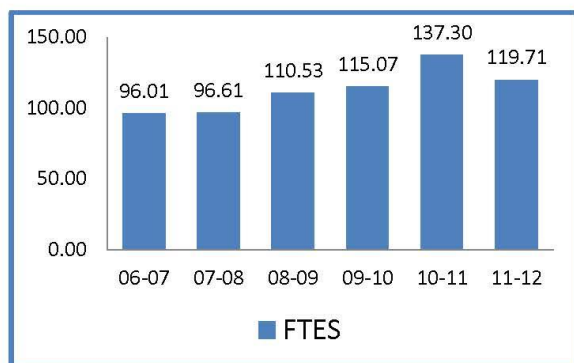
Work Flow	Due Date	Date Submitted
Date of initial meeting with department	02/19/2013	
Final draft sent to the dean & committee	03/29/2013	
Report submitted to Program Review Team	03/29/2013	
Meeting with Review Team		
Report submitted to Program Review co-chair		

Staffing

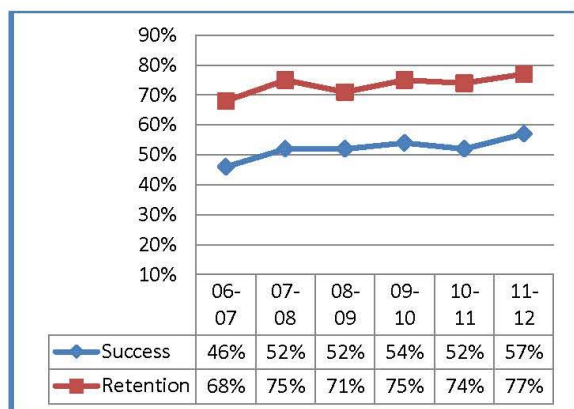
List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers			
Faculty	1		5
Classified Staff			
Total	1		5

Accounting - 2012



	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated enrollment	775	800	922	963	1,166	1,008
FTEF	6.19	6.52	7.26	6.52	7.52	6.45
WSCH per FTEF	465	445	457	529	548	557



	06-07	07-08	08-09	09-10	10-11	11-12
Sections	26	28	31	28	32	28
% of online enrollment	45%	39%	27%	32%	31%	43%
Degrees awarded	3	0	10	6	6	12
Certificates awarded	3	3	1	4	7	8

Data includes: SBVC, SOFF and SBBHS

Description:

We offer high quality accounting programs which will prepare our students for successful careers in business and government. We provide students with a broad based understanding of the concepts of the Accounting field. The courses offered satisfy transfer requirements and/or offer the specialized training required by the industry for successful employment.

Assessment

- We have experienced a slight decline in FTES (13%) as a result of state budget restrictions. This can be better illustrated in the 14% reduction in course offerings and the overall reduction in each course CAP by 12%. To meet the demand of the working student, there has been an increase in our online offerings by 39%. With the said reductions, we have still been able to maintain the quality of our program increasing the success rate by 9%, resulti

Program Goals:

- Increase Accounting offerings to meet community needs.
- Evaluate the Accounting programs for possible re-configuration in cooperation the community of which we serve.
- Explore the possibility of expanding partnerships regionally in Accounting.
- Increase the use of technology to improve orientation to learning objectives and the requirements for success in the programs.
- Develop materials and/or courses accounting ethics, forensic accounting international financial reporting standards.
- Improve articulation with transfer institutions for all disciplines in accounting, at the program level where possible.
- Increase the number of students interning, and/or performing in the community.
- Strengthen the accounting program through strategic allocation of funds, development of community connections, and recruitment in the local high schools.

Challenges and Opportunities:

- The budget crisis here in California has caused the Community College District to be more frugal with their funds. As a result of this, we find ourselves reducing the number of offerings each semester (24%). It has forced us to evaluate our offerings and increase the efficiency and effectiveness in every course in the Accounting discipline. In addition, we have reduced our full-time CPA and do not plan any addition of that staff in the near futur

Action Plan:

- Develop and send out a survey to identify the number of accounting majors and their current and future needs.
- Continue to implement new certificates and accounting course offerings recommended by the community advisory committee.
- Increase Degree/Certificate Rates.
- Develop and monitor an "internship" employment program.
- Develop and implement SLO assessment process for Accounting at the program level.
- Continue to reassess Accounting course level SL

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.

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 <u>analysis</u> 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 <u>evidence</u> 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.

Program: Accounting	Demographics Fall 2009 – Fall 2012	Campus
	Asian	6.2%
	African-American	20.3%
	Hispanic	48.6%
	Native American	1.0%
	Pacific Islander	0.7%
	White	21.0%
	Other/Unknown	2.1%
	Female	54.6%
	Male	45.2%
	Disability	5.4%
Min:	Age	Min: 15
Max:		Max: 88
Avg:		Avg: 29.47

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?

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 4-5 percent (Hispanic, White) and the smallest at .01 percent (Native American). In the area of gender between the Program and the College, the difference is larger, 6 percent more females and 6 percent less males in the accounting program when compared to the campus population. This difference is expected, Females make up 60.4 percent of the enrollment in the accounting program which is slightly less than the 60.9 % of accountants nationwide. (<http://www.bls.gov/cps/cpsaat11.pdf>)

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 39.6% males compared to 60.4% 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. Discussions with colleagues from other area schools indicate that this is a common trend. Women outnumber men in the accounting major 52/48 percent. <http://www.csulb.edu/colleges/cba/accountancy/major/> . Discussions with colleagues will continue to address this issue.

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.

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 were offered in the past, due to budget constraints, no weekend classes were offered this academic year. As the budget situation improves we will consider opening Saturday sessions again.

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, Spring 2013, the Department is offering four short term accounting classes, Bookkeeping online during the first eight weeks and two sections of Computerized Accounting online during the second eight weeks and Financial Accounting online during the last twelve 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 <i>analysis</i> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> 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.)

Our retention (~77%) is up 3% and success rates (~ 57%) are up 5 % over 2011-2012. We are very pleased, both retention and success are the highest level reported for the last 6 years. In line with our 2012 program goals we have increased the course offerings in Computerized accounting, offering 2-3 sections a semester, expanded the use of technology in the courses, all courses have a strong online component offering additional interactive study materials. In addition ethics, and forensic discussions have been integrated into most courses. International Accounting Standards are introduced in the 200 level courses. 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. Students are informally surveyed in class to determine what they 'like' and don't like about accounting classes. The 'likes', interactive online resources, analytical problem solving as part of group in the classroom or online in a discussion forum, interactive lectures, are expanded, the 'don't likes', boring lectures, excessively repetitive problem solving, very long exams, are reworked to become 'likes'. Lectures are reworked to include activities, new problems are developed, exams are more frequent but shorter. We hope to continue this trend. We will continue to listen to students and professionals in order to make the program better and continue to increase student success and retention.

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.

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. Computerized Accounting, Bookkeeping, and Payroll courses help students develop the skills to gain employment without a degree.

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 Course Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.).

See [Strategic Initiative 5.1](#)

Course and Program level SLO's are being reassessed annually to identify needed changes to reflect the current trends in the profession.

All Accounting courses will be assessed during Spring 2013.

The assessment tool for each course is a quiz/midterm that tests 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. Areas of strength and weakness will be identified and appropriate action will be taken. Instructors will be provided with the results and activities will be developed to address the weak areas. Instructors of each course will work together to develop the activities. Courses will be assessed on an annual basis.

Describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the course SLOs are mapped to the core competencies.

See [Strategic Initiative 5.1](#)

Program level SLO's are being reassessed annually to identify needed changes to reflect the current trends in the profession. Annual faculty discussions lead to updates to SLO's and assessment tools. Courses are then updated to reflect changes in SLO's as necessary. The SLO assessment outcome data is analyzed annually to verify SLO progress in meeting targeted outcomes.

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	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

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?

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?

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.

The data reveals that the Accounting Department was serving an increasingly large number of students with half the faculty. The department was left with one faculty member after the retirement of Nick Zoumbos. Of the 11-14 course sections offered each semester, over half are taught by adjunct faculty, the remaining 4-5 courses are taught by the one full time faculty member, Janet Courts. An additional full time accounting faculty member is needed. Due to the majority of classes being taught by adjuncts, courses have to be scheduled when an adjunct is available. It is very difficult to find qualified adjunct to teach accounting, the compensation is not competitive with practice. Due to budget constraints, we lost 4 sections of accounting courses which led to the decreased FTES. Our classes are enrolled to capacity with the exception of the daytime Managerial accounting course. This transfer class is the highest level course we offer. Informal discussions with students indicate that many pursuing a career in accounting transfer to the university prior to taking Managerial accounting, others do not need the course. All other classes are at capacity. Computerized Accounting enrollment is limited to the number of working computer stations in the classroom. The WSCH is high because several of the courses are 4-unit courses.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

	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

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

ACCT 200 and 201 course outlines are being updated to comply with the C-ID requirements.

ACCT 200: “Under Course Objective: •No course objective for the topic of long-term liabilities. No course

objectives for topics K through N. •#11,12,13,14,15, and 16 from the C-ID Financial Accounting outline are missing. These are referenced in the course content, they need to also be included in course objectives. Also consider adding "preparation" of financial statements rather than just evaluation and include annual report and footnotes. •List of course objectives is incomplete” This correction will be made in Spring 2013.

ACCT 201: “Neither Standard costs or Ethics are indicated in the course content, they are mentioned in the Course Objectives. They should be listed in the course content.” This correction will be made in Spring 2013.

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
None, all articulate and transfer		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

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 the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

All information is current and accurate.

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 <u>identifies and describes</u> 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?

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. We lost 4 courses due to budget constraints this year but due to Prop 30 monies we were able to add a section of Financial accounting and Computerized accounting, both late start this semester. Both courses filled to capacity with a wait list in a very short time. We will continue to maximize enrollment to the extent possible, adding high demand courses when the budget allows, and cutting or changing the time or delivery method of low enrolled classes.

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?

The accounting program has done well in spite of the significant budget constraints. Retention is up by 3 percent, student success has increased by 5 percent. Curriculum has been reviewed and updated on an annual basis. Discussions with advisory board members, colleagues at other schools, and practitioners will continue to ensure currency in the curriculum. Courses are added to meet student demand, historically low enrolled sections are cut, delivery method changed, or meeting time changed. Discussions with practitioners and faculty from other colleges have resulted in new ideas for presenting the course content. Our transfer level course work has been aligned with the local CSU and UC campuses to better prepare our students for transfer and strengthen the program.

Challenges

Referencing the narratives in the EMP Summary and/or your data, 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?

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. Our success rate, while improving could be better. The faculty member in consultation with accounting faculty from CSUSB and UCR has developed a set of Standardized Course Coverage and Assessment Guidelines for the transfer level courses. It is being tested in 2 sections of ACCT 200 and 2 sections of ACCT 201 this semester. So far, exam and quiz scores appear to be better than in the past. Student success in these courses will determine the success or failure of this trail. All students are encouraged (departmental advisory and faculty advice) to take ACCT 010 before enrolling in ACCT 200, the first of the transfer level sequence. Informal discussion with students in the 200 level courses indicates that this is excellent advice. We are discussing the possibility of making ACCT 010, Bookkeeping, a prerequisite to ACCT 200.

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

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		

	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>
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Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

All of our courses now include a technology component. All courses require Blackboard and either Wileyplus or CengageNOW. Discussion forums in Blackboard for each course allow students and instructors to discuss content between class meetings. Wileyplus and Cengage now offer students a wide variety of interactive activities both graded and non-graded. Students are encouraged to use Excel, Word, and Powerpoint throughout the course. Our transfer level courses incorporate the same homework management and study materials system (wileyplus is used by CSUSB and UCR) used by the local universities. Our non-transferable courses use a variety of publisher supported programs (Wileyplus and CengageNOW) to enhance the student learning process. We will continue to evaluate alternatives to offer our students. Most classes require some internet research with subsequent written analysis.

A healthy campus climate is critical to the success of the college. The accounting department works to enhance the campus climate by:

- Inclusion of students, faculty from diverse ethnicities, genders, and background.
- Offering a curriculum that reflects the historical and contemporary experiences of all people including under-represented groups.
- Encouraging faculty to be open and responsive to concerns of all.
- Offering programs that support the recruitment, recognition, retention and success of students
- Providing Career advice and opportunities to all students.

The department has partnered with CSUSB and UCR, the local universities to facilitate discussion of curriculum issues, ensuring that our students are just as prepared for upper division accounting courses as the CSUSB and UCR lower division students. The department is developing a relationship with California Society of CPA's (CalCPA's). Our students are offered free student membership and are invited to a number of events where they can interact with accounting professionals.

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

1. Does not meet on Productivity. The department states it is serving an increased amount of students with half faculty, but did provide much information to justify the increase. The data reveals a lot of info, but no narrative was provided in the efficacy report. This report is something that would be used to show support of more faculty in the next needs assessment. Data supports additional faculty, but narrative does not address this need.

Discussed in Part III: Productivity

2. Does not meet on accomplishments and strengths and does not address challenges. Accomplishments that could have been noted are program growth and curriculum update. Sections were increased in spite of the economy. Challenges could have been focused on low success rate, with a more detailed narrative on plans to increase student success, perhaps through prerequisites and/or math prerequisites..

Discussed in Part IV: Accomplishments and Strengths, and Challenges