

Career Technical Education (CTE) 2-Year Mini-Review

Deadline: April 13, 2015 (midnight)

Send by e-mail to the Program Review Co-Chair, slillard@valleycollege.edu

Our current efficacy cycle for full review is every four years. However, in order to comply with Title 5 regulations, CTE programs are required to review their programs every two years. To meet this requirement, but also not to over-burden these programs, we have instituted a mini-review between the full efficacy cycles (that is, 2 years following the most recent efficacy report). Your program will be assigned a review team, consisting of Program Review members, who will work with you and provide feedback on your documents as you work through the process. Feel free to call on them or the committee co-chairs at any time.

This review is not designed to be comprehensive, but rather, it is expected to be a 2-year **update** since the last full efficacy report. Specifically, this update should address the following five program components: 1. Purpose, 2. Demand, 3. Quality, 4. External Issues, 5. 2-Year Plan.

Instructions:

For each of the five sections:

1. Mark the checkbox that best identifies where the program stands.
2. Provide a brief supporting narrative. Within each section there are examples related to that particular area, which could serve to help describe your program status. It is not necessary to address every item listed; these are included as possible examples. If you have other relevant information pertaining to a given area, then you are encouraged to include that as well.

The purpose of this report is a mid-term update in order to comply with Title 5, therefore, the page length should be in the range of 2 – 3 pages. The boxes for each section are expandable; take the space needed for each section. Keep in mind that this report is an **update** of the previous 2 years, rather than a comprehensive analysis.

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: 03/26/2015

College: San Bernardino Valley College

Program: ACCOUNTING

1. Purpose of this Program

No Changes in Purpose
in the Last Two Years

☒

Minor Changes in Purpose
in the Last Two Years

☐

Significantly Changed Purpose
In the Last Two Years

☐☐☐

(Provide update since last full efficacy review; examples include description, mission, target population, etc.)

The mission of San Bernardino Valley College and the purpose of the Accounting Program are very similar and remain so.

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.

2. Demand for this Program

Low Demand

☐

Adequate Demand
for our Students

☐☐

High Demand

☒☐

(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)

The accounting classes are in demand, all have wait lists every semester. As the 2013-2014 EMP (attached) for Accounting states: "We experienced an 8.5% increase in FTES as a result of increased course offerings. We were able to continue to offer the 2 classes added in 2012-2013 and add 2 additional courses this year (total 30 sections). Our online enrollment increased by 32%. Our success and retention rates remain strong at 61% and 86% respectively. In addition we awarded 26% more degrees and 155% more certificates in the current year than in the prior. The additional online course offerings were a leading factor in the increased FTES. The labor market data indicates the strong demand for Accountants and Auditors. A 29.6 % increase in new positions is expected between 2012 and 2022. This is well above the national average for all jobs (an increase of 13%). The demand in the Inland Empire is projected to increase 22.8 % (1.) for accountants and auditors, 34.4% (2, 3) for financial analysts, and 20.2% for bookkeepers during the same time period.

We continue to work within the easing but still challenging budget constraints, adding sections of the highest demand classes and cutting those with less demand. Note that all of our classes fill with wait lists within a few days of availability.

Our biggest challenge to serving our students remains lack of faculty. One full time faculty member is not sufficient to meet the demand. Approximately 2/3 of accounting courses are taught by adjunct faculty.

We continue to search for qualified adjunct instructors who can teach during the day and evening. This has proved close to impossible.

(1.) <http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=accountant&careerID=&menuChoice=&geogArea=0601000000&socode=132011&se arch=Explore+Occupation>

- (2.) <http://www.bls.gov/ooh/business-and-financial/financial-analysts.htm>
- (3.) <http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=accountant&careerID=&menuChoice=&geogArea=0601000000&socode=132051&search=Explore+Occupation>

3. Quality of this Program

Needs Significant Improvement Meets Student Needs Highest Quality

☐ ☐ ☒ ☐

(Provide update since last full efficacy review; examples include core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)

Accounting students continue to do well as evidenced by the core indicators for Accounting (attached). With the exception of Employment, Valley College accounting students excel in all areas tested. It is possible that there was insufficient information available concerning accounting alumni's employment to adequately test. Our students are technically competent, graduate with a degree or certificate and transfer at a rate higher than that of the negotiated state and district level.

As our EMP (attached) for 2013-2014 states:

Assessment: We experienced an 8.5% increase in FTES as a result of increased course offerings. We were able to continue to offer the 2 classes added in 2012-2013 and add 2 additional courses this year (total 30 sections). Our online enrollment increased by 32%. Our success and retention rates remain strong at 61% and 86% respectively. In addition we awarded 26% more degrees and 155% more certificates in the current year than in the prior.

The additional online course offerings were a leading factor in the increased FTES.

The program is high quality but lacks the most important resource, sufficient qualified faculty to teach our growing population.

The accounting program is currently staffed by:

One fulltime faculty, a CPA with 26 years of teaching experience

Six qualified adjunct faculty:

Two CPA's with extensive teaching experience

One Retired IRS revenue agent with over 20 years of teaching experience

Three experienced business men and woman

4. External Issues

Not Consistent with External Issues Complies with External Issues Benefits From and Contributes to External Issues

☐ ☐ ☒ ☐ ☐

(Provide update since last full efficacy review; examples include legislation, CCCC mandates, Perkins, CTE transition, CalWORKs, WIOA, Career Ladders, etc.)

The accounting program is in compliance with all external parties. No change.

5. Cost of this Program

Expenditures
Exceed Income

☐☐

Income Covers
Expenditures

☒☐

Income Exceeds
Expenditures

☐

(Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)

6. Two-Year Plan

Need Significant Changes
And/or Increased Resources
to Continue

☐☐

On Track for
Next Two Years

☒☐

Significant Growth
Anticipated

☐

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

We plan to:

- Continue to develop new course/program offerings or improve existing courses as recommended by the community advisory board.
- Continue to increase the Degree and Certificate rates
- Continue to assess the accounting SLO's at both the program and course level.
- Develop a plan to communicate current information about careers in accounting to students.

Signatures:

Administrator

Date

Faculty

Date

Advisory Committee Member

Date