



Barstow Community College
**INSTRUCTIONAL
PROGRAM REVIEW**

(Refer to the [Program Review Handbook](#) when completing this form)

PROGRAM:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By:

Faculty Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

[Annual Update #1](#)

[Annual Update #2](#)

1. Program Mission and Vision

A. Program Mission

PROGRAM REVIEW RESPONSE from OCTOBER 2013

The Accounting Department fosters critical thinking and communication through exploring broad based, multicultural and multidisciplinary perspectives concerning Economics and Business.

In addition, the department contributes to the General Education Program of Barstow Community College and thrives to develop and produce graduates who:

- I. Understand and can apply fundamental concepts of our disciplines.
- II. Communicate effectively, both orally and in writing.
- III. Conduct sound research.
- IV. Address issues critically and reflectively.
- V. Create solutions to societal problems.
- VI. Work well with others.
- VII. Respect persons from diverse cultures and backgrounds.
- VIII. Are committed to open-minded inquiry and lifelong learning.

B. Program Vision (*Where would you like the Program to be three years from now?*)

The Acct. Dept. at Barstow Community College will provide a collaborative environment for innovation and discovery through facilitating the highest possible level of instruction to our students providing them with pathways to both degree completion and transfer.

C. Describe how mission and vision align with and contribute to the College's Mission and Vision

The Social Sciences align with and contribute to Barstow Community College's Mission and Vision in the following ways:

- A. Offering comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.

- B. Create an effective work environment

It is the goal of the Social Sciences to embrace college-wide communication and ensure that our goals more effectively link with those of other units and the institution.

- C. Improve college programs through systematic evaluation.

It is the goal of the Acct. Dept. to ensure alignment between our courses and programs with the mission and overall curriculum direction of the institution.

2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

A. Organization, including staffing and structure

The Accounting Department provides a broadly based, multicultural and multidisciplinary perspective utilizing critical thinking in the fields of psychology, economics and, business. Courses have a global orientation

B. Who do you service (including demographics)?

Barstow community and San Bernardino County. Online courses allow a much broader access.

C. What kind of services does your unit provide?

Instruction, tutorial

D. How do you provide them?

Coordination of faculty and tutoring staff

E. Does the program have a degree or certificate?

Yes, a certificate is awarded

3. Program Data

A. PERFORMANCE DATA

Discuss the program’s performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

1:3

	TRADITIONAL	ONLINE
2) Course Completion Rate	.77	.97
3) Course Success/Retention Rate	.85	
4) WSCH/FTEF Ratio		
Full-time:	496	256.8
Part-time:	508	
5) Fill Rate		

Reflect on the data above:

Performance data is available for this annual update and will serve as a baseline of data for future data analysis.

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOS).

Knowledge of financial statement preparation in business reporting
 Financial analysis aptitude in the interpretation of data

2) Summarize the progress you have made on Program Level Outcomes.

Program continues to offer updated modes of instruction and delivery systems.

3) Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.

Instruction has been cross-disciplinary in that it incorporates all business instruction from interpretive, less quantitative courses, into the accounting model.

4) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

Managerial theory and organizational leadership practices incorporated into accounting studies

5) Reflecting on the responses for #2 and #3 above, what will you implement for the next assessment cycle?

Business planning at the corporate and sole proprietorship levels will encompass learning for term project purposes.

C. SUPPORTING ASSESSMENT DATA (See Handbook for additional information)

1) Provide a list of any additional measures (not included in 3.A.) that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).

N/A

1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. (Include labor market and demand information using resources in CTE and the PR Handbook.)

N/A

2) Summarize the results of the measures listed in #1 above:

N/A

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan* to implement, as a result of your analysis of these measures? (*List any resources required for planned implementation in #10: Resources.)

N/A

D. TWO YEAR SCHEDULING PLAN

1) What is the program's Two-Year Scheduling Plan?

Two Year Acct. Teaching Schedule:			
<u>FALL 2014</u> Acct I (live) Acct I (online) Acct 4 (online)	<u>FALL 2015</u> Acct I (live) Acct I (online) Acct 4 (online)	<u>FALL 2016</u> Acct I (live) Acct I (online) Acct 4 (online)	
<u>SPRING 2015</u> Acct II (live) Acct 5 (live)	<u>Spring 2016</u> Acct II (live) Acct 5 (live)	<u>SPRING 2017</u> Acct II (live) Acct 5 (live)	

Acct 68 (live)	Acct 68 (live)	Acct 68 (live)	
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2) What changes, if any, have been made since the last Program Review?

N/A

3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

N/A

4) Reflecting on the responses above, what are the goals for the next program review cycle?

N/A

4. Curriculum

A. List any new courses or program changes since the last program review. Be sure to include if any new courses have approved prerequisites or corequisites.

N/A

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.*)

1) **CURRICULUM CURRENCY:** Verify that all Transfer Level Courses are current and aligned for transfer. (May require reviewing ASSIST or meeting with Articulation Officer.)

2) **CURRICULUM DEVELOPMENT:** Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation. (Contact Articulation Officer for additional information.)

C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. (NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)

D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum (*including all modes of delivery*)?

5. Internal Factors (see Handbook for additional information)

A. Strengths: Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.

PROGRAM REVIEW RESPONSE from OCTOBER 2012.
From #5 Program Status: What is going well and why?

A SWOT analysis conducted by three of the four full-time faculty members revealed the following strengths of our unit:

Delivery:

- A. Course are offered both online and through traditional methods of instruction
- B. Convenient scheduling – mixture of morning, afternoon, evening and online course offerings

Instructional Design:

- A. Blended learning
- B. Understanding of Learning Theories
- C. Assessments
- D. Innovative methods of instruction

Human Capital:

- A. Diversified Staff
- B. Credentialed Instructors

Skilled Instructor pool

B. Weaknesses: The program or department's *internal* vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.

As noted, combining Financial Accounting courses and incorporating Managerial Accounting as a transfer course is a task worthy of the dept.

6. External Factors (see Handbook for additional information)

A. Opportunities: Current trends and events occurring *outside* the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.

- 1. Offering More Online & Hybrid Classes
- 2. Better communication and partnership with four-year institutions.

B. Threats: Current trends and events occurring *outside* the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.

Availability of faculty, majority are part-time and out of state.

7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members attended during the current cycle?

Full-time instructor completed coursework toward Personal Financial Planning Certificate at UC. Part-time faculty continue attending seminars and, through application, maintain currency in field.

B. How did this benefit your department and the College?

Broadens the instruction element in many cross-disciplinary areas related to accounting.

C. What are the plans for continuing education and/or professional development in the upcoming cycle?

Full-time faculty scheduled to sit for CFP exam.

8. Prior Goals/Objectives

- Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*
- If the program does not have prior goals and objectives, please explain.

N/A

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.
- B. **ALIGNMENT:** Indicate how each Goal is aligned with the College's Strategic Priorities.
- C. **OBJECTIVES:** Define Objectives for reaching each Goal.
- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Complete the following table with your Program’s ACTION PLAN, which must include a minimum of 3 goals:

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<p>#1 Develop and produce graduates who:</p> <ul style="list-style-type: none"> I. Understand and can apply fundamental concepts of our disciplines. II. Communicate effectively, both orally and in writing. III. Conduct sound research. IV. Address issues critically and reflectively. V. Create solutions to societal problems. VI. Work well with others. VII. Respect persons from diverse cultures and backgrounds. <p>Are committed to open-minded inquiry and lifelong learning</p>	<p><i>List all that apply:</i> Foster innovative learning environment Provide Successful college learning experience Promote and support student engagement</p>	<p>#1 #1 To increase the number of accounting students who successfully complete their degree before transferring to a four-year institution</p>	<ul style="list-style-type: none"> - Review all Course Outline of Records - Annually Update Course Outline of Records - Standardize SLOs 	<ul style="list-style-type: none"> 1. Course Completion Rates.. 2. Course Success and Retention Rates.. 3. Transfer and Completion Rates of Social Science Students
		<p>#2 #2 To increase the number of students that successfully complete social science courses through offering workshops and supplemental resources that enhance their learning of course material</p>	<ul style="list-style-type: none"> - Regularly review available resources that can help enhance student learning 	<ul style="list-style-type: none"> 1. Course Success and Retention Rates.. 2. The number of workshops and supplemental resources that enhance student learning offered to students
		<p>#3 #3 To increase partnerships and working relationships with four-year institutions...</p>	<ul style="list-style-type: none"> - Review a list both free and paid workshops, conferences, webinars that faculty can attend. - Reach out and visit faculty of other regional colleges and universities to develop a list of best practices... 	<ul style="list-style-type: none"> 1. The number of conferences and professional meetings attended by faculty... 2. The number of calls and or visits to faculty members at four-year institutions
<i>Additional Information:</i>				
<p>#2 Increase discussion and dialogue between full-time and part-time faculty of Acct. Dept</p>	<p><i>List all that apply:</i> Attract/ develop excellent employees</p>	<p>#1 #1 To increase the number of planned and scheduled faculty conversations and interactions between faculty members</p>	<ul style="list-style-type: none"> - - Assign full-time faculty two part-time faculty mentees 	Contact made during faculty evaluations.
		<p>#2 #2 To improve numbers and averages on the Social Science Faculty</p>	<ul style="list-style-type: none"> - Annually give the Faculty Departmental Survey - 	Annual Faculty Departmental Survey Assessment Results

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			Departmental Survey Assessment	Assessment to full-time and part-time faculty	
			#3 #1 To increase the number of planned and scheduled faculty conversations and interactions between faculty members	-- Assign full-time faculty two part-time faculty mentees	Contact made during faculty evaluations.
	<i>Additional Information:</i>				
#3	Broaden curriculum to include finance related courses	<i>List all that apply: Promote student learning and engagement</i>	#1		
			#2		
			#3		
	<i>Additional Information:</i>				

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Annual Update #1	Academic Year: <input style="width: 90%;" type="text"/>
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**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1		
		#2		
		#3		

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1		<input type="checkbox"/>
		#2		
		#3		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Annual Update #2	Academic Year: <input style="width: 90%;" type="text"/>
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**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1		
		#2		
		#3		

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1		<input type="checkbox"/>
		#2		
		#3		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source