

Bakersfield College 2018-2019 Program Review – Annual Update

Program Name: Accounting

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world

Describe how the program supports the Bakersfield College Mission:

The Bakersfield College Accounting Program supports this mission by providing a pathway to obtain an Accounting degree or Bookkeeping Certificate. Students earning these degrees and certificates will obtain skills for employment and be prepared to work in the Accounting field with critical thinking and communication skills for success. The programs directly support the CTE portion of the College's mission.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
 - a. AA in Accounting
 - b. General Business JSC
 - c. Bookkeeping CA
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
 - a. N/A
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.
 - a. N/A

Program Goals:

- A. List the program's current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.
1. **Program Goal:** Increase enrollment and completion. This meets the institutional goal of Student Learning and is ongoing in the area. We actively searched for new adjunct to offer more sections of courses in the program.
 2. **Program Goal:** Incorporate more realistic accounting problems in the intro to Accounting class. This meets the institutional goal of Student Learning and is ongoing in the area. QuickBooks has now made the educational version of its programs free to colleges. The increased availability will allow us to add a standalone QuickBooks course to the curriculum for the degree.

B. List new or revised goals (if applicable)

Program Goal: Investigate Model curriculum C-ID, currently in progress at the state level.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal? Student Learning
(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Progress on goal achievement:

Status Update – Action Plan and link to Resource Requests:

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). *All programs will answer the following questions unless otherwise indicated.*

1. Please report on any unexpected changes or challenges that your program encountered this cycle:

No major challenges experienced this year in the program

2. How does your trend data (or other data your area collects) impact your decision making process for your program?

Online courses have significant decreases in success and retention. A new adjunct faculty member has been hired and only teaches online courses.

3. Evidence of Department Dialog of data

No evidence was maintained during discussions of assessment implementation and evaluation.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

No demographic data breakdown has been provided for these Administrative Office Assistant programs, and we cannot identify students in specific courses without either guessing as to the student demographic information. Demographic data is provided in aggregate for the complete BMIT – Business Administration course offerings, but it is not broken down by “Subject Major.”

5. Were there any changes to student success and retention rates for face-to-face and online courses? (instructional only)

As stated, online courses have a lower success and retention rates from face-to-face sections. We are using Canvas and a course management system and publisher’s online course materials to help students have all options available to be successful.

6. Equity gaps

o Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

All students are treated fair and equitably in our courses. Data broken down by course/program has not been presented.

7. Please describe any recent achievements of your department, including but not limited to faculty who have won awards or distinctions, new projects your department has implemented, professional development work, professional conference presentations or recently published work.
 - a. N/A

8. The college has embarked on significant efforts such as **Guided Pathways, affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.
 - a. I am currently working with Dean Mourtzano and department/campus people on a guided pathway for the business department.

9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.
 - a. I worked closely with the High School group for dual enrollment for the business courses. Tamara Combs at Centennial High School and I still communicate regarding dual enrollment as well as articulation agreements.

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities: N/A

If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.

- 1: Space Allocation
- 2: Renovation
- 3: Furniture
- 4: Other
- 5: Beyond Routine Maintenance

Technology: N/A

If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?

- 1: Replacement Technology
- 2: New Technology
- 3: Software
- 4: Other _____

Other Equipment

If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.

Conclusion:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program if someone were to only read this portion of your annual program review.

The accounting/Bookkeeping program is one of our most successful programs in the Business Department. Students have gone on to work in most every area in Bakersfield (core indicators do not show this) and I have even been contacted by former students who are in management positions looking for new employees. I meet with at least 10 employers per year wanting students from our program. We are requesting to be status quo for the current year with no requests for new facilities/staff/equipment. I personally have given up the online sections because I have never felt students have been as successful in those courses as in face-to-face but this allows me more time to reach and teach those students to be more successful in lecture classes.