

Bakersfield College

Program Review – Annual Update

Program Name: Accounting (AA Degree) and Bookkeeping (CA)

Program Type: X Instructional Student Affairs Administrative Service Other

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.

Program Mission Statement: The Accounting program provides students with the knowledge and skills necessary for employment and growth in the accounting profession. Using the language of business, accountants assemble and analyze, process, and communicate essential information about financial operations.

Program Mission Statement:

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers a Bookkeeping Certificate of Achievement and an AA in Accounting
- 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. n/a
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both. n/a – the Accounting AA is not related to the AD-T in Business Administration.

Progress on 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.

Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Status Update – Action Plan

<p>1. Increase enrollment and completion</p>	<p>X 1: Student Learning X 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement</p>	<p><input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) X Ongoing: _9/20/2016_ (Date)</p>	<p>A new adjunct faculty member was hired to teach the introductory courses. This new faculty member will be fully aware of the program offerings and encourage students to complete the program.</p>
<p>2. Incorporate more realistic accounting problems in the intro to Accounting class</p>	<p>X 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement</p>	<p><input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) X Ongoing: _____ (Date)</p>	<p>New textbook has Sage 50 problems and we are working on getting student access to software for free.</p>

B. List new or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Status Update – Action Plan
<p>Streamline and increase relevance of the coursework for AA program curriculum by reducing the number of courses required and incorporating a standalone QuickBooks course.</p>	<p>X 1: Student Learning X 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement</p>	<p>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.</p>

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

An online homework manager was required for online and face-to-face courses. In the face-to-face course, students using the online homework system performed significantly worse on exams than students who did not purchase the online homework access. In both online and face-to-face, many students abandoned the online system in favor of pencil and paper homework. Accordingly, the use of the online homework management system was abandoned and exam scores and success improved.

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).

1. Please report on any unexpected changes or challenges that your program encountered this cycle:
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.
2. How does your trend data impact your decision making process for your program? Enrollment, success, and retention have declined for all courses in the program. A change of adjunct instructors, along with the discontinuance of online homework systems should improve the program.
3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses? Yes, success and retention declined.
4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle? It is impossible to retrieve this information from Coursebook. The data for the larger department is not reflective of the students in this program.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i>	<input type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Faculty	n/a – no new faculty were hired
Professional Development: <i>Describe briefly, the effectiveness of the</i>	<input type="checkbox"/> 1: Provided Professional Development <input type="checkbox"/> 2: Attended Professional Development	n/a – no professional development programs were engaged in

<p><i>professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>		
<p>Facilities: <i>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.</i></p>	<p><input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance</p>	<p>n/a – our facilities did not receive routine maintenance</p>
<p>Technology: <i>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?</i></p>	<p><input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____</p>	<p>n/a – our facilities did not receive technology or maintenance</p>
<p>Resource Request</p>		<p>Discuss How Effective Request is for Student Success?</p>
<p>Other Equipment: <i>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.</i></p>	<p><input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>	<p>n/a – our facilities did not receive equipment</p>

Budget:

Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)

n/a – our budget has been cut by 20%. We have been unable to receive an explanation for this budget cut.

Conclusions & Snapshot:

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.

Our budget has been cut, our success and retention are down. We will work harder with less to help students succeed.