

Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: ~~Business Studies~~ Accounting

Term/Year of Review: Fall 2021 2022

Summary of Program Review:

A. Major Findings

1. Strengths:

The number of students enrolled (headcount) in the Accounting Program increased by 3.6% over the past three years, while headcount across the institution decreased by 11.8%.

Over the past three years, the Accounting Program has claimed an average of 31.2 student positions in the area of accounting in Napa County. The increase in positions in Napa County translates into a 1.7% increase for the industry.

Over the past three years, the successful course completion rate for the Accounting Program was significantly higher than the rate at the institutional level.

Among Accounting Program students, job placement rates have consistently exceeded the program-set standard of 60%.

2. Areas for Improvement:

During the early part of the time period covered by this review, we developed the accounting department involvement in the Supplemental Instruction (SI) to assist students in learning accounting. During more recent semesters there have been delays in getting approval for SI Leaders, with approval coming well after the start of the semester – which decreased the

Hired additional, very well qualified adjunct faculty: Shaun Shah and Sean Bowman.

Created a video to be used for promotional purposes.

Continued outreach efforts to local businesses, accounting firms, and other potential employers of NVC students.

Archived BUSI 242 Foundation of Corporate Finance. The course was not part of the TMC model. It was also no longer a required course for any of the ACCT or BUSI certificates or degrees.

Archived and removed COMS 110 as a restrictive elective. This decision aligns with the fact that the course is longer required on the Transfer Model Curriculum (TMC) Template for Business Administration 2.0.

Removed courses on the degree requirements that were redundant to GE requirements:

	ACCT 122
	ACCT 125
	ACCT 126
	ACCT 127

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

RPIE Analysis: The number of students enrolled (headcount) in the Accounting Program increased by 3.6% over the past three years, while headcount across the institution decreased by 11.8%. Enrollment within the Accounting Program increased by 12.4%, while enrollment across the institution decreased by 6.6%

Enrollment in the following courses changed by more than 10% ($\pm 10\%$) between 2018-2019 and 2020-2021:

Courses with enrollment increases:

- ACCT-122 (87.5%)
- ACCT-120 (14.8%)

Course with an enrollment decrease:

- ACCT-126 (-19.9%)

For ACCT-127, which was offered in two of the past three years, enrollments decreased by 36.2% between 2019-2020 and 2020-

Program Reflection:

We began offering ACCT 122 every fall semester, when it was previously offered once every two years. We also started offering a late-start section of ACCT 120, which helped increase enrollments.

2. Average Class Size

	2018-2019	2019-2020	2020-2021	Three-Year
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RPIE Analysis: Fill rates within the Accounting Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 80.3% to institution-level rate of 82.1% over the past three years.] Between 2018-2019 and 2019-2020, enrollment increased while capacity decreased, resulting in an increase in fill rate. Between 2019-2020 and 2020-2021, both enrollment and capacity increased, resulting in a decrease in fill rate (due to a higher rate of increase in capacity).

Productivity ranged from 14.5 to 16.1 over the three *i* *2n* *. 9* *3 6*

Bay Area ^A (2018-2028)	-1,100	-1.9%	61,480
California (2018-2028)	-6,600	-2.3%	299,160

Source: Economic Development Department Labor Market Information, Occupational Data, Occupational Projections (<http://www.labormarketinfo.edd.ca.gov>)

^ABay Area counties include: Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).

RPIE Analysis: The figures reported in the table above pertain to Standard Occupational Classifications for the following positions:

- tax preparers
- bookkeeping accounting, and auditing clerks
- payroll and timekeeping clerks
- brokerage clerks
- statistical assistants
- chief executives

The Economic Development Department projects an increase of 20 positions for Napa County and a decrease of 1,100 positions for the Bay Area for the types of positions described above by 2028 (compared to 2018). The increase in positions in Napa County translates into a 1.7% increase for the industry. The decrease in positions for the Bay Area translates into 1.9% decrease for the industry, which reflects the projected 2.3% decrease across the state. Approximately 1,380 openings are projected each year in Napa County, while 61,480 openings are projected each year in the Bay Area (through 2028).

Institutional Level	90.3%	75.6%
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Source: SQL Enrollment Files

2. Student Equity

	Retention Rates (Across Three Years)	Successful Course Completion Rates (Across Three Years)
	Program Mg03 Tc	

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

	Retention Rates (Across Two Years)			Successful Course Completion Rates (Across Two Years)		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
ACCT						

RPIE Analysis: Over the past three years, three courses within the Accounting Program have been offered through at least two delivery modes within the same academic year. In 2018-2019, ACCT-120 and ACCT-125 were offered through in-person, hybrid, and online formats. In the same year, ACCT-126 was offered through in-person and online formats. In 2019-2020, ACCT-120, ACCT-125, and ACCT-126 were offered through in-person and online formats. In 2020-2021, ACCT-120, ACCT-125, ACCT-126, and ACCT-127 were offered through in-person and online formats. This analysis focuses on program-level rates. Details for the course level are included in the table above.

Within the Accounting Program:

- o *The retention rate in hybrid sections was significantly lower than the retention rate in in-person sections. This pattern deviates from the findings at the institutional level, where the retention rate in in-person sections was lower than the rate in hybrid sections (although the difference at the institutional level was not statistically significant).*

- *The retention rate in online sections was significantly lower than the retention rate in in-person sections. This pattern deviates from the findings at the institutional level, where the retention rate in in-person sections reflected the rate in online sections.*
- *The retention rate in hybrid sections was lower than the retention rate in online sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the retention rate in online sections was significantly lower than the rate in hybrid sections.*

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Certificates			
Accounting-Bookkeeping: CoA	2	9	6
Institutional: Certificates of Achievement	349	308	496
Average Time to Certificate (in Years)*			
Accounting-Bookkeeping: CoA	*	*	*
Institutional: Certificates of Achievement	3	4	4

Source: SQL Award Files

*Time to degree/certificate

Measure	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		Year 1	Year 2	Year 3	Three-Year Total
Job Placement Rate	60% (75%)	73.1%	80.0%	82.8%	78.8%

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ <i>and/or</i> <i>Missing Documentation</i> & Academic Year	To Be Archived* <i>(as Obsolete, Outdated, or Irrelevant)</i> & Academic Year	No Change
Accounting (AS)	Updated 08/14/2020	Yes	No	No	X
Accounting-Bookkeeping (Certificate of Achievement)	Updated 08/14/2020	Yes	No	No	X

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

†Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

Archived BUSI 242 Foundation of Corporate Finance. The course was not part of the TMC model. It was also no longer a required course for any of the ACCT or BUSI certificates or degrees.

Archived and removed COMS 110 as a

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
	5	5	100%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Accounting: AS	2	2	2	100%	100%
Accounting-Bookkeeping: CoA	1	0	0	0%	0%

Program Reflection:

The Bookkeeping certificate PLO were updated, but not reported in Tracdat. Claudette Shatto, Program Coordinator will be reviewing the PLOs Fall 22. Additionally the SLO will be updated in Courseleaf to match the PLOs.

B. Summary of Learning Outcomes Assessment Findings and Actions

Supplemental instruction has elicited positive feedback from students. Instructors have noticed few student complaints as well. The program is interested in continuing to provide this support.

Program Reflection:

Supplemental instruction is vital for student success.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- X Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

The Accounting program is in significant growth mode.

The number of AS degrees conferred by the Accounting Program increased by 200% between 2018-2019 and 2020-2021.

The number of certificates of achievement conferred by the Accounting Program increased by 200% between 2018-2019 and 2020-2021.

We are confident the numbers will continue to increase.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Accounting

Plan Years: 2022-2023 through 2024-2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Supplemental instruction is vital for student success.	Retention and Successful Course Completion Rates	Spring 23	Increase in course completion rates
Bookkeeping PLOs need to be assessed	Learning Outcomes Assessment	Fall 22	Enter in TracDat

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to

