

Accounting Program Review

2011-2012

1. Program Description

A. Description

Study in accounting leads to a variety of opportunities in organizations in the public and private sectors of the economy. Upon completion of the associate degree, students will be prepared for entry-level positions within organizations, able to transfer to a baccalaureate program, or possess the rudimentary information necessary to start their own businesses.

B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Demonstrate an understanding of basic accounting procedures.
2. Analyze, process and report financial information within established normal and computerized protocols.

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	\$ 684
Books	725
Supplies	50
Total	\$1,459

E. Criteria Used for Admission

Meet prerequisites established for each accounting course.

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet

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worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

J. Program Strengths, Successes, and Significant Events

The Accounting Program at Ventura College serves students transferring to four-year colleges and universities, those seeking two-year AS Degrees or Certificates of Achievement, and those taking one or more courses to acquire skills which enhance employment opportunities. We also serve our community by providing well trained and motivated individuals for the local economy.

Although no formal records are yet available, informal surveys in our accounting classes indicate that the vast majority of accounting students intend to transfer to four-year schools. Many contact various instructors after transfer or graduation, frequently reflecting on how our curriculum prepared them for the rigors and expertise needed for success at those schools.

We have recently hired new part-time faculty who bring to our program a wealth of practical experience from business and industry as well as significant teaching experience. This will undoubtedly strengthen our introductory classes and better prepare students for the more advanced courses.

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K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Karen Gorback

Department Chair:

Instructors and Staff

Name	James Carriger	
Classification	Professor	
Year Hired	1982	
Years of Work-Related Experience	35	
Degrees/Credentials	A.A., B.S., M.P.A., Ph.D.	

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2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

1. Demonstrate an understanding of basic accounting procedures.
2. Analyze, process and report financial information within established normal and computerized protocols.

B. Student Success Outcomes

1. The program will maintain its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will maintain its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will maintain the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.
4. The program will maintain the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
5. Students will complete some or all of the program courses in order to find employment, earn promotions, transfer to four-year colleges or be awarded certificates and degrees.

In addition to those students who are pursuing certificates and degrees, *many* others enroll in courses to master specific skills in order to improve employment opportunities. Many of these individuals are returning students who may have degrees or certificates in unrelated areas. Also, many transfer students do *not* always take those courses required for degrees or certificates. Measures should be developed that incorporate these factors into success results.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal set by the district, or at a lower level for courses whose enrollment is restricted by equipment availability. Certain accounting related computer courses have had limits on the number of students who could enroll due to space limitations. The district goal of 525 WSCH/FTEF is *not* appropriate in these situations.

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2. Inventory of instructional equipment is not accurate. Moves to new Smart Classrooms have rendered much of the older equipment unnecessary. An up-to-date inventory should reflect equipment and supplies needed for these new environments, and older equipment should be used elsewhere or discarded. Inventory of all equipment over \$200 should be maintained and a replacement schedule should be developed.

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D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

I: This program-level student learning outcome is **INTRODUCED** in this course.

P: This program-level student learning outcome is **PRACTICED** in this course.

M: This program-level student learning outcome is **MASTERED** in this course.

Leave blank if program-level student learning outcome is not addressed.

Courses	PLSLO #1	PLSLO #2
BUS V01A	P	P
BUS V01B	P	P
BUS V02	P	P
BUS V03	P	P
BUS V04	P	P
BUS V06		
BUS V07A		
BUS V07B		
BUS V08	P	P

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3. Operating Information

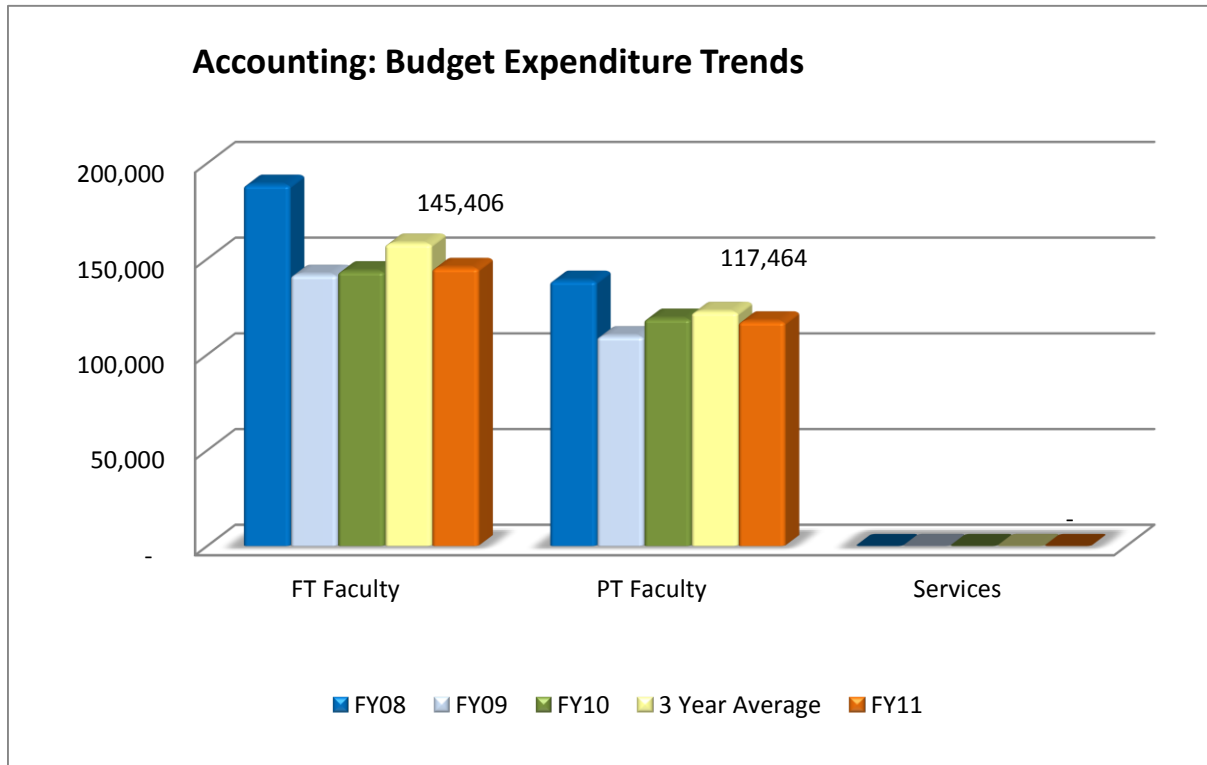
A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change from	Change from Prior Three
1	FT Faculty	188,857	141,799	143,635	158,097	145,406	-8%	12%
2	PT Faculty	138,704	109,693	118,886	122,428	117,464	-4%	-10%
8	Services	-	100	-	100	-	-100%	-17%
	Total	327,561	251,592	262,521	280,558	262,870	-6%	0%

A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.

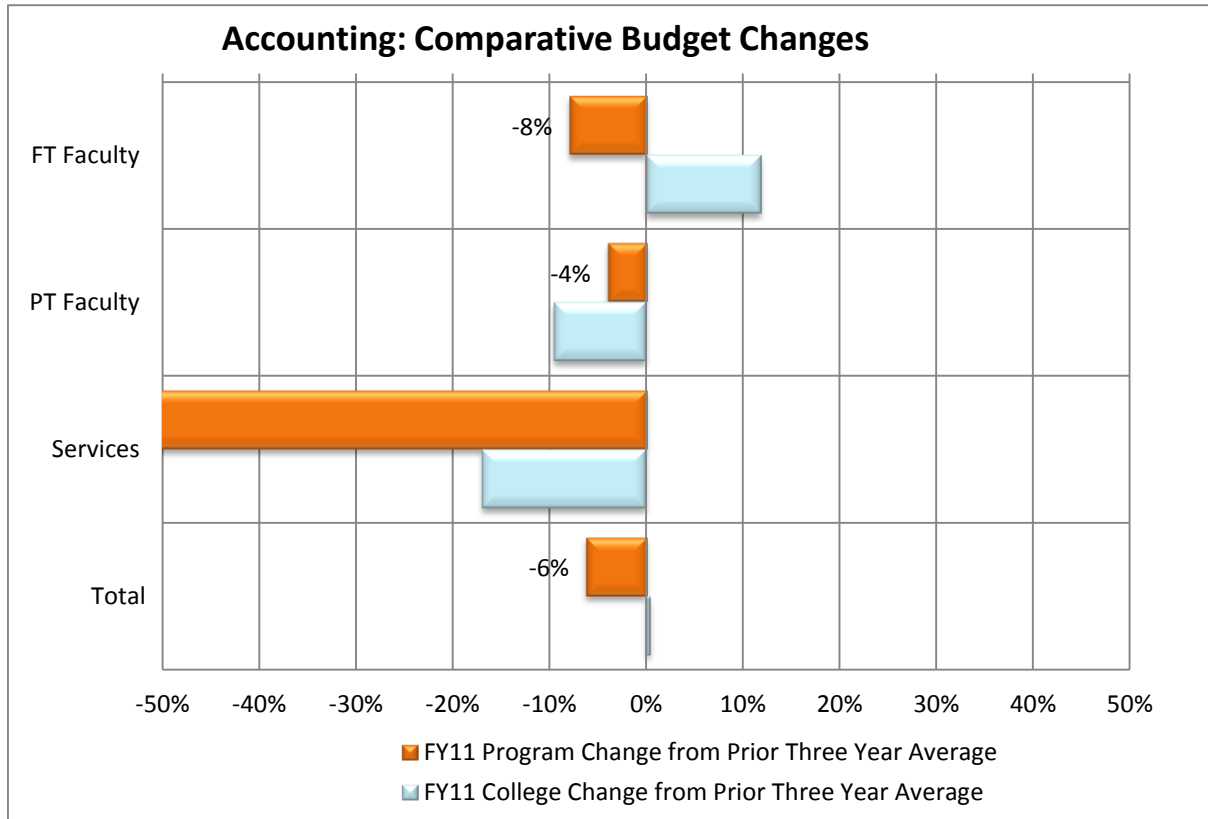


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A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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A5: Interpretation of the Program Budget Information

The program budget for accounting has fluctuated over the years due to changes in enrollment. As these enrollments have increased or decreased so have costs associated with part-time faculty. Computerized courses, such as Computerized Accounting and Computerized Payroll Accounting, have static costs for equipment and supplies and have had a similar number of sections offered each semester.

The business Division is now exploring new scheduling alternatives which are designed to increase enrollment *without* increasing instructional costs.

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B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

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Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
Computers (200 in Business)	Dell Computer C	37010						
Cisco 2620 Router	Hae Kim	37010	121	5/28/2003	8	1,287	N00003342	JMX0614K37R
Cisco Router 2620	Hae Kim	37010	122	6/18/2002	9	1,073	N00003216	JAB044683J5
Mitsubishi LVPXD10U, Projector DLP	Troxell Communi	37010	122	5/15/2002	9	3,482	N00003173	11767
Cisco 2620 (Router)	Hae Kim	37010	122	5/31/2002	9	796	N00003201	JAB043782Z8
WS-C3524-XL-A (Catalyst & Switch)	Hae Kim	37010	122	6/26/2002	9	1,609	N00003237	FAA0345G021
Cisco WS-C2950-24 (Switch)	Hae Kim	37010	122	5/31/2002	9	1,019	N00003200	FAB0535Q00P
70133-500 SSA Disk Subsystem	Steven Weiss &	37010	122	12/6/2000	11	10,296	N00010329	
Equipment - Instructional	Dell Computer C	37010	122	12/14/2000	11	2,336	N00002579	3PD7701
Cisco 2621 Router	Hae Kim	37010	121	5/28/2003	8	1,716	N00003341	JAB034381P1
Cisco 2620 Router	Hae Kim	37010	121	5/28/2003	8	1,287	N00003340	JAB033481WV
Hitachi 440 Projector	Troxell Communi	37010	121	10/3/2005	6	1,821	N00011696	F5G000252
09950-40011 Puller Set	SPX Corporation	37010	121	11/2/2005	6	1,190	N00011711	N/A
Difibrillator Monitor	Medtronic	37010	121	6/29/2006	5	13,458	N00011831	13511104
BizHub C450 Copier/printer/scanner	Precision Imagin	37010	121	4/12/2007	4	9,847	N00018210	311807191
Instructional Computers over \$1000	Haas Factory Ou	37010	121	5/30/2007	4	35,789	N00018293	3076452
96400-000093 - ACLS LIFEPAK 12 D	Medtronic	37010	121	6/18/2007	4	11,453	N00018290	31100767
MA710LL/A iMac, 17-inch, 1.83GHz I	Apple Computer	37010	121	3/12/2007	4	964	N00022213	
99996-000009 - MBSS - Mobile Batte	Medtronic	37010	121	6/18/2007	4	1,369	N00018289	619001502
InFocus LP 240 Projector LCD SVGA	Troxell Communi	34081	793	2/3/2004	7	1,242	N00011093	AEGN34690485
InFocus LP 240 Projector LCD SVGA	Troxell Communi	34081	793	2/3/2004	7	1,242	N00011094	AEGN32290239
Infocus X1 Quote MV92410	CDW Governme	34081	793	4/12/2004	7	1,028	N00011126	AHHP40201554
C8050A Hp LaserJet 4100N Printer 3	Sehi Computers	34081	793	6/11/2002	9	1,469	N00003198	SUSJUNG38146
25 Disk Duplicator 52xCDR	Computer Disco	34106	793	8/28/2003	8	1,608	N00003405	2030701981
Hitachi America Projector Model CP-	Troxell Communi	37006	121	6/18/2007	4	1,341	N00018331	F7C015161
Hitachi America Projector Model CP-	Troxell Communi	37006	121	6/18/2007	4	1,341	N00018262	F7C015187
Hitachi America Projector Model CP-	Troxell Communi	37006	121	6/18/2007	4	1,341	N00018261	F7C015159
Desktop 3D Scanner, AutoPositioner,	NextEngine, Inc.	37006	121	5/29/2007	4	2,730	N00018292	1070127515
MacBook Pro, 15-inch, 2.33GHz, part	Apple Computer	37006	121	7/9/2007	4	2,508	N00018303	W872327UXAG
Latitude D820, Intel Core Duo, 15.4 in	Dell Computer C	37006	121	4/9/2007	4	1,653	N00018181	50W9PC1
Konica Minolta 350 Copier	Precision Imagin	37006	121	3/30/2007	4	7,113	N00018286	11224654
280-00001-I Haptics Device, Virtual I.	Immersion Medi	37006	121	6/3/2007	4	7,000	N00018254	6P8RCC1
Cisco 2620 (Router)	Hae Kim	37006	122	5/31/2002	9	370	N00003201	JAB043782Z8
Intel Celeron Processor, 900 MHz, 15.	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003105	
Intel Celeron Processor, 900 MHz, 15.	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003106	
Intel Celeron Processor, 900 MHz, 15.	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003108	
Olympus E-20 Camera	Troxell Communi	37078	122	6/17/2002	9	1,928	N00003211	202011353
GX240 P IV 17 Flat Screen w/CDRW "	Dell Computer C	37078	122	6/12/2002	9	2,752	N00003210	CWRKJ11
Flexible scope	MDS Inc	37078	122	5/7/2002	9	2,279	N00003158	1107828682
18002TR GM Specialized Electronic T	A Tech Training I	37078	122	5/7/2002	9	2,199	N00003164	1756
18002TR GM Specialized Electronic T	A Tech Training I	37078	122	5/7/2002	9	2,199	N00003165	1754
Intel Celeron Processor, 900 MHz, 15.	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003113	
18002TR GM Specialized Electronic T	A Tech Training I	37078	122	5/7/2002	9	2,199	N00003166	1753
2651/605 GM OBD II Suitcase Trainer	A Tech Training I	37078	122	5/7/2002	9	5,593	N00003162	1007
Emmissions Anallyzer	Quality Tool & E	37078	122	4/24/2002	9	16,232	N00003209	0340160
Intel Celeron Processor, 900 MHz, 15.	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003109	
Intel Celeron Processor, 900 MHz, 15.	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003110	
Intel Celeron Processor, 900 MHz, 15.	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003107	
Intel Celeron Processor, 900 MHz, 15.	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003111	
Intel Celeron Processor, 900 MHz, 15.	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003112	
Intel Celeron Processor, 900 MHz, 15.	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003115	
Intel Celeron Processor, 900 MHz, 15.	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003114	
18002TR GM Specialized Electronic T	A Tech Training I	37078	122	5/7/2002	9	2,199	N00003163	1756
Intel Celeron Processor, 900 MHz, 15.	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003104	
Hunter Alignment System (Quote Atta	American Tire Di	37078	122	7/3/2001	10	39,450	N00003066	
Dell Pentium III: Complete Computer	Dell Computer C	37078	122	6/11/2001	10	1,207	N00002869	GIPCMO1
DIScoverII Model 1030 Diagnostic Int	Dynamic Auto T	37078	122	6/27/2001	10	1,494	N00002911	
PU2 2000 Power Control Assembly	Innovative Tech I	37078	122	6/28/2001	10	1,412	N00002897	
Dell Pentium III: Complete Computer	Dell Computer C	37078	122	6/11/2001	10	1,207	N00002870	DIPCMO1
DIScoverII Model 1030 Diagnostic Int	Dynamic Auto T	37078	122	6/27/2001	10	1,494	N00002911	
PU2 2000 Power Control Assembly	Innovative Tech I	37078	122	6/28/2001	10	1,412	N00002896	
PU2 2000 Power Control Assembly	Innovative Tech I	37078	122	6/28/2001	10	1,412	N00002895	
Dell Pentium III: Complete Computer	Dell Computer C	37078	122	6/11/2001	10	1,207	N00002868	10/25/2011
PU2 2000 Power Control Assembly	Innovative Tech I	37078	122	6/28/2001	10	1,412	N00002894	
PU2 2000 Power Control Assembly	Innovative Tech I	37078	122	6/28/2001	10	1,462	N00002893	
MTS 3100-Complete Package w/ Mas	Vetronix Corp	37078	122	7/16/2001	10	27,508	N00003534	

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B2: Interpretation of the Program Inventory Information

The inventory of instructional equipment is not accurate. Moves to new Smart Classrooms have rendered much of the older equipment unnecessary. An up-to-date inventory should reflect equipment and supplies needed for these new environments, and older equipment should be used elsewhere or discarded. Inventory of all equipment over \$200 should be maintained and a replacement schedule should be developed.

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C1: Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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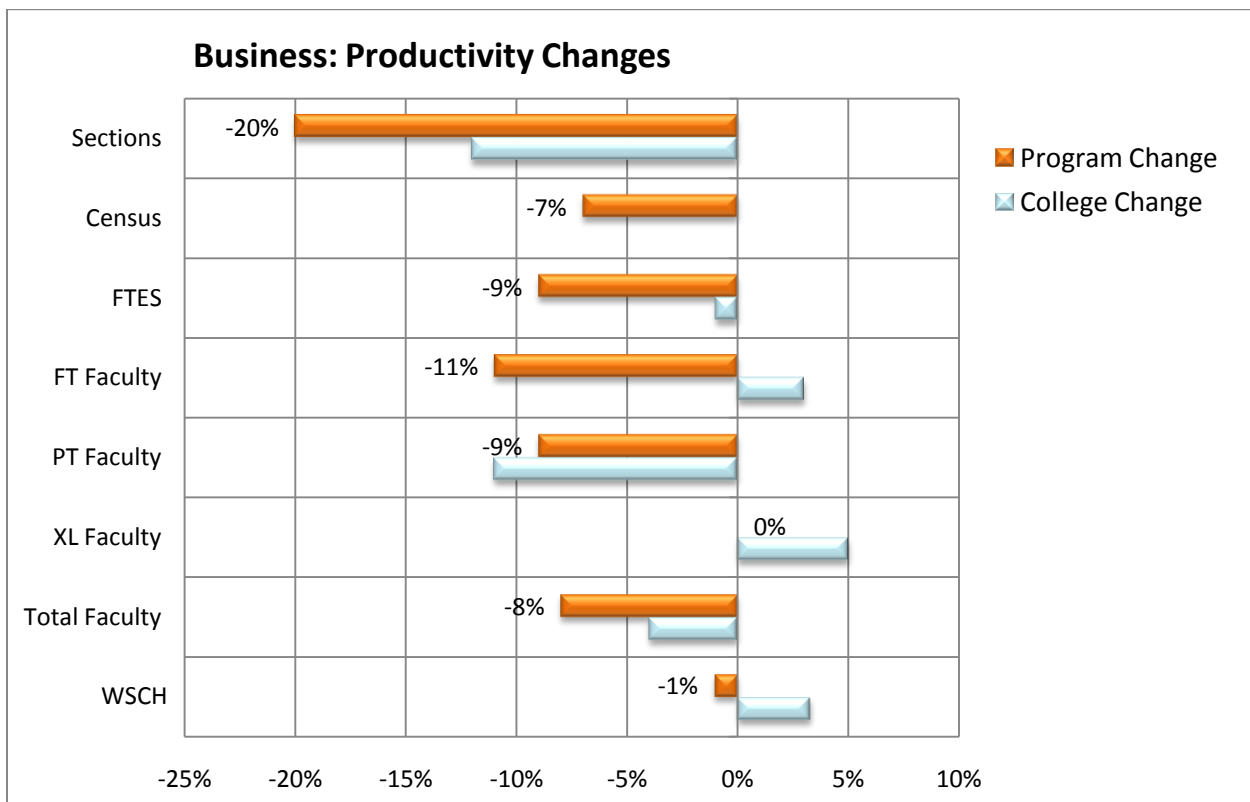
C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The “3 Year Average” was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The “FY11 College” percentages are included to provide a benchmark to compare the program’s percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	145	123	128	132	106	-20%	-12%
Census	3,197	3,444	3,535	3,392	3,161	-7%	0%
FTES	469	491	488	483	441	-9%	-1%
FT Faculty	5.54	5.58	5.69	5.61	4.97	-11%	3%
PT Faculty	10.37	9.27	8.53	9.39	8.57	-9%	-11%
XL Faculty	-	0.10	-	0.03	0.33	0%	5%
Total Faculty	15.91	14.95	14.23	15.03	13.87	-8%	-4%
WSCH	442	493	514	482	477	-1%	3%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program’s change in productivity and includes the data label. The second bar represents the college’s change in productivity.



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C4: Interpretation of the Program Productivity Information

Enrollment in the accounting program has fluctuated over the years, resulting in the number of sections offered also fluctuating. Most of the variations have come in the number of *Introduction to Accounting* courses. The number of sections offered for *Computerized Accounting*, *Computerized Payroll Accounting*, *Financial Accounting*, and *Managerial Accounting* have been constant for both day and evening programs.

Even though the number of sections has decreased by 20%, FTES has only decreased by 9% and WSCH is only down 1%. In actuality this represents a more efficient program.

The data shown for Ft Faculty does not appear accurate. There has only one full-time faculty member for all years shown.

Also, the business Division is now exploring new scheduling alternatives which are designed to increase enrollment *without* increasing instructional costs.

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D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.

District WSCH Ratio = $WSCH / (PT\ FTE + FT\ FTE)$.

The WSCH Productivity Chart indicates that the Accounting Program is **exceeding its goal** when all courses are combined. This is in spite of the fact that the District goal of 525 WSCH is unrealistic for classes where enrollment is restricted to the number of computers available in that classroom.

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District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
BUSV01A	Financial Accounting	717	744	696	719	519	-28%	525	99%
BUSV01B	Managerial Accounting	507	509	635	551	446	-19%	525	85%
BUSV02	Income Tax Fundamentals	-	-	-	-	450	0%	525	86%
BUSV03	Introduction to Accounting	643	764	720	703	878	25%	525	167%
BUSV04	Computerized Payroll Accounting	516	497	525	513	534	4%	525	102%
BUSV06	Business Mathematics	225	300	555	326	510	56%	525	97%
BUSV07A	Business Calculations: Calcctr	4,031	1,019	-	2,397	373	-84%	525	71%
BUSV07B	Business Calculations: Excel	838	700	555	681	225	-67%	525	43%
BUSV08	Computerized Accounting	411	358	535	414	375	-9%	525	71%
BUSV11	Beginning Keyboarding	367	453	1,280	522	390	-25%	525	74%
BUSV12	Intermediate Keyboarding	436	482	829	522	-	-100%	525	0%
BUSV23	Basic Phlebotomy	261	261	238	249	265	6%	525	51%
BUSV24	Advanced Phlebotomy	219	206	157	186	210	13%	525	40%
BUSV25	Medical Coding	219	-	435	327	-	-100%	525	0%
BUSV27A	Beginning Medical Terminology	502	470	606	526	690	31%	525	131%
BUSV27B	Advanced Medical Terminology	75	120	165	120	405	238%	525	77%
BUSV28A	Medical Procedurs:Front Office	233	364	332	319	375	18%	525	71%
BUSV28B	Medical Procedurs:Back Office	210	280	340	302	360	19%	525	69%
BUSV29	Medical Insurance	-	-	-	-	345	0%	525	66%
BUSV30	Introduction to Business	520	591	573	561	570	2%	525	109%
BUSV31	Organization and Management	396	516	533	496	533	7%	525	102%
BUSV32	Human Resource Management	420	444	442	436	467	7%	525	89%
BUSV33	Business Law	409	607	632	533	693	30%	525	132%
BUSV34	Management Decision Making	270	450	420	380	180	-53%	525	34%
BUSV38	Small Business Management	484	545	449	491	639	30%	525	122%
BUSV40	Organizational Behavior	180	-	-	180	304	69%	525	58%
BUSV43	International Business	195	375	450	340	570	68%	525	109%
BUSV44	Business English	368	495	389	419	456	9%	525	87%
BUSV45	Business Communications	298	441	431	381	519	36%	525	99%
BUSV53	Legal Environment of Business	-	-	-	-	435	0%	525	83%
BUSV71	Insurance Fundamentals	-	-	180	180	-	-100%	525	0%
BUSV72	Property & Liability Insurance	-	195	150	173	-	-100%	525	0%
BUSV73	Personal Insurance	-	135	-	135	-	-100%	525	0%
BUSV74	Commercial Insurance	-	-	195	195	-	-100%	525	0%
BUSV80A	Computer Train I: Bilingual	-	-	-	-	460	0%	525	88%
BUSV80B	Computer Train II: Bilingual	398	428	445	421	540	28%	525	103%
BUSV94	Reception Skills	248	350	322	307	322	5%	525	61%
BUSV97	Medical Assisting	280	315	352	314	349	11%	525	66%
BUSV99A	Computer Office Assistant I	610	675	632	635	560	-12%	525	107%
BUSV99B	Computer Office Assistant II	347	353	345	349	268	-23%	525	51%
BUSV99C	Computer Office Assistant III	355	353	338	349	270	-22%	525	52%
BUSV99D	Computer Office Assistant IV	454	473	355	427	-	-100%	525	0%
TOTAL	Annual District WSCH Ratio	442	496	515	483	489	1%	525	93%

Accounting Program Review

2011-2012

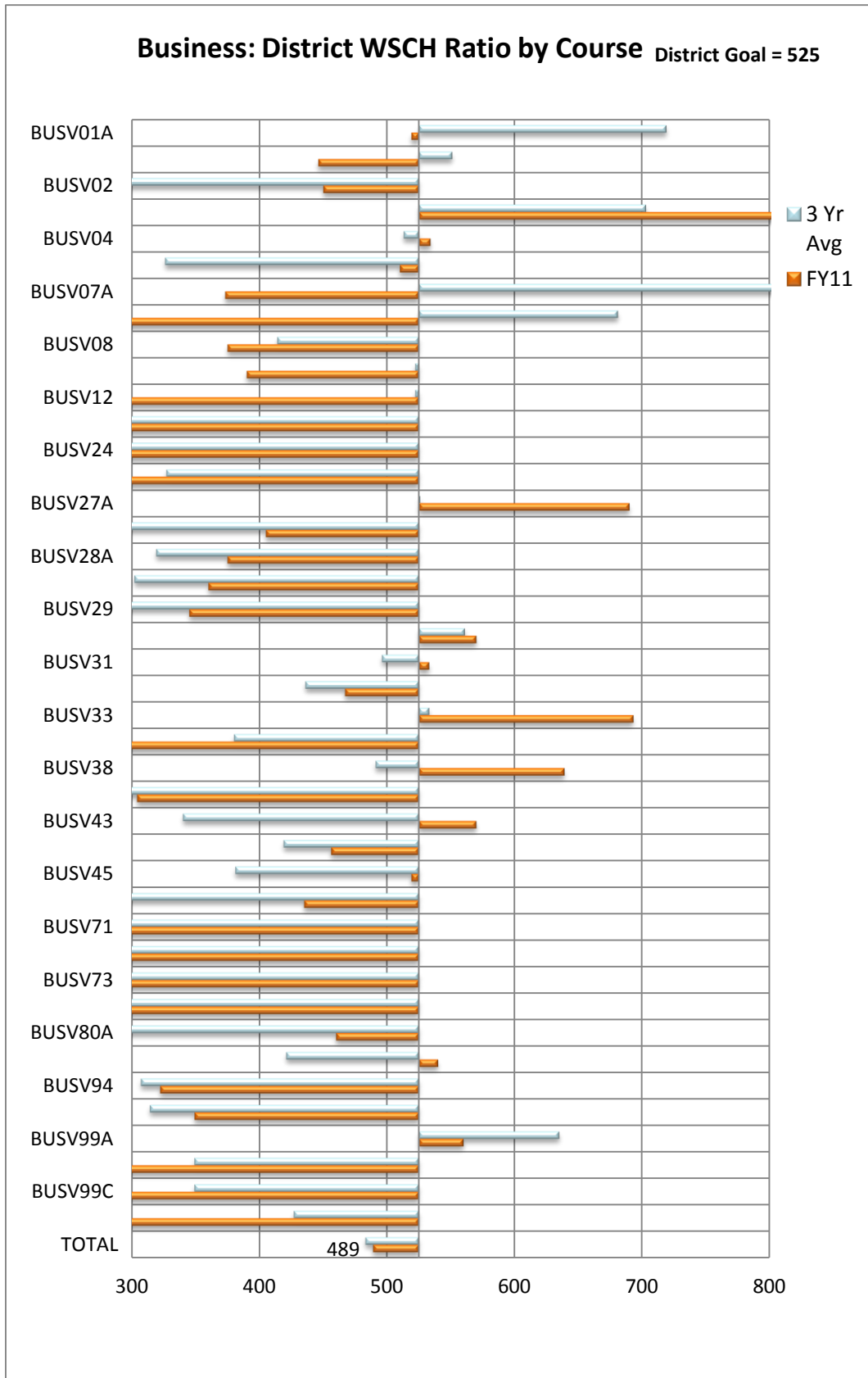
D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.

The WSCH Productivity Chart indicates that the Accounting Program is **exceeding its goal** when all courses are combined. This is in spite of the fact that the District goal of 525 WSCH is unrealistic for classes where enrollment is restricted to the number of computers available in that classroom.

Accounting Program Review

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Accounting Program Review 2011-2012

College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

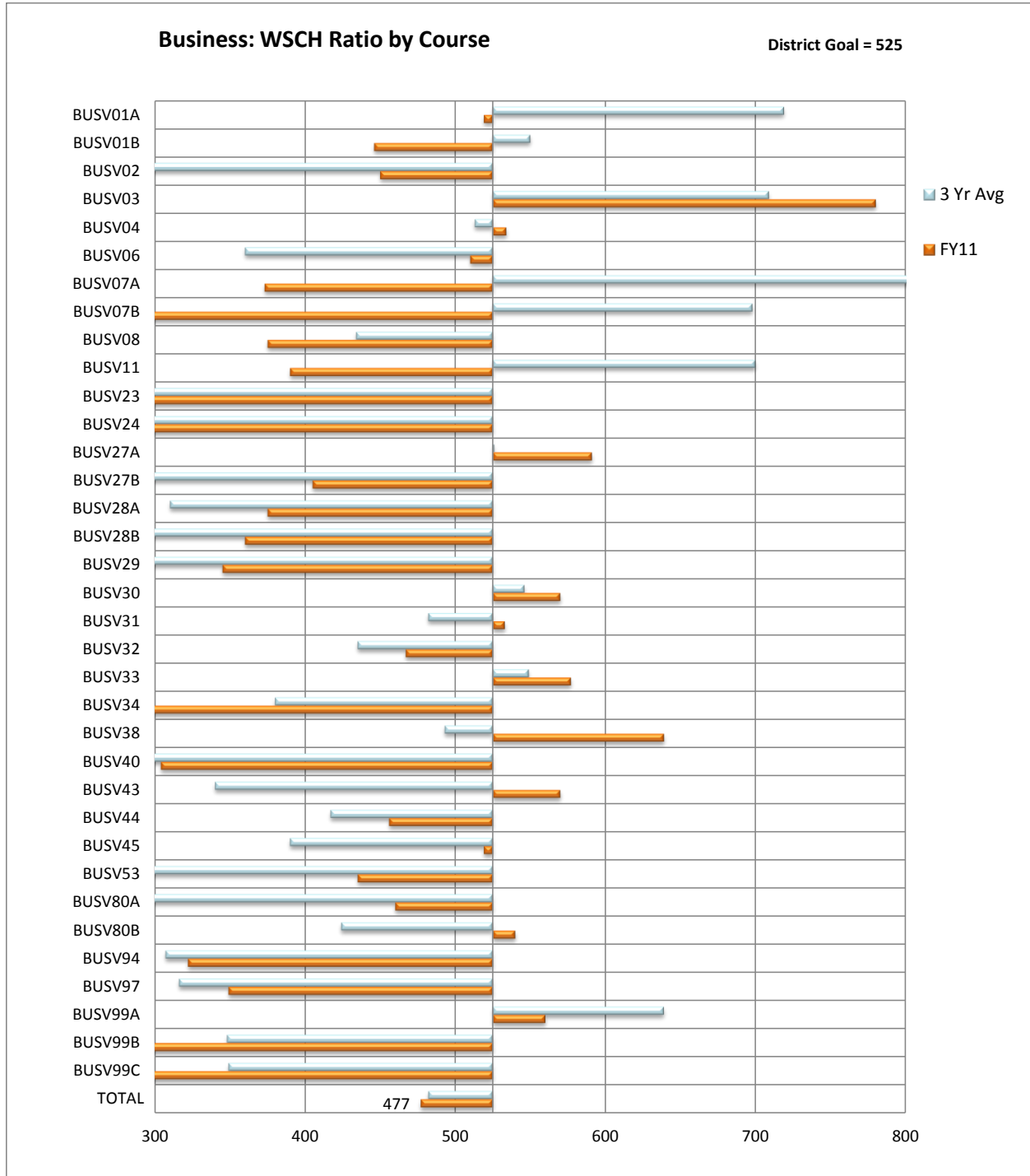
College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

Business WSCH: Weekly Student Contact Hours/FTE Faculty									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
BUSV01A	Financial Accounting	717	744	696	719	519	(200)	525	99%
BUSV01B	Managerial Accounting	507	509	635	550	446	(104)	525	85%
BUSV02	Income Tax Fundamentals	-	-	-	-	450	450	525	86%
BUSV03	Introduction to Accounting	643	764	720	709	780	71	525	149%
BUSV04	Computerized Payroll Accounting	516	497	525	513	534	21	525	102%
BUSV06	Business Mathematics	225	300	555	360	510	150	525	97%
BUSV07A	Business Calculations: CalcTr	4,031	1,019	-	2,525	373	(2,152)	525	71%
BUSV07B	Business Calculations: Excel	838	700	555	698	225	(473)	525	43%
BUSV08	Computerized Accounting	411	358	535	434	375	(59)	525	71%
BUSV11	Beginning Keyboarding	367	453	1,280	700	390	(310)	525	74%
BUSV23	Basic Phlebotomy	261	261	238	253	265	12	525	51%
BUSV24	Advanced Phlebotomy	219	206	157	194	210	16	525	40%
BUSV27A	Beginning Medical Terminology	502	470	606	526	591	65	525	113%
BUSV27B	Advanced Medical Terminology	75	120	165	120	405	285	525	77%
BUSV28A	Medical Procedures:Front Office	233	364	332	310	375	65	525	71%
BUSV28B	Medical Procedures:Back Office	210	280	340	277	360	83	525	69%
BUSV29	Medical Insurance	-	-	-	-	345	345	525	66%
BUSV30	Introduction to Business	520	545	573	546	570	24	525	109%
BUSV31	Organization and Management	396	516	533	482	533	51	525	102%
BUSV32	Human Resource Management	420	444	442	435	467	32	525	89%
BUSV33	Business Law	409	607	632	549	577	28	525	110%
BUSV34	Management Decision Making	270	450	420	380	180	(200)	525	34%
BUSV38	Small Business Management	484	545	449	493	639	147	525	122%
BUSV40	Organizational Behavior	180	-	-	180	304	124	525	58%
BUSV43	International Business	195	375	450	340	570	230	525	109%
BUSV44	Business English	368	495	389	417	456	39	525	87%
BUSV45	Business Communications	298	441	431	390	519	129	525	99%
BUSV53	Legal Environment of Business	-	-	-	-	435	435	525	83%
BUSV80A	Computer Train I: Bilingual	-	-	-	-	460	460	525	88%
BUSV80B	Computer Train II: Bilingual	398	428	445	424	540	116	525	103%
BUSV94	Reception Skills	248	350	322	307	322	16	525	61%
BUSV97	Medical Assisting	280	315	352	316	349	33	525	66%
BUSV99A	Computer Office Assistant I	610	675	632	639	560	(79)	525	107%
BUSV99B	Computer Office Assistant II	347	353	345	348	268	(81)	525	51%
BUSV99C	Computer Office Assistant III	355	353	338	349	270	(78)	525	52%
TOTAL	Combined Average	442	493	514	482	477	(5)	525	91%

Accounting Program Review 2011-2012

D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



Accounting Program Review

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D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

Again, the WSCH Productivity Chart indicates that the Accounting Program is **exceeding its goal** when all courses are combined. This is in spite of the fact that the District goal of 525 WSCH is unrealistic for classes where enrollment is restricted to the number of computers available in that classroom.

Also, Ventura College's enforcement of prerequisites has undoubtedly reduced the number of students who are not qualified to attempt the more demanding courses. In addition, the District's analysis of instructor qualifications has helped to ensure that only the most qualified instructors are in the classroom. Both factors reduce dropouts and promote a higher success rate overall.

Accounting Program Review

2011-2012

E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The “College” success percentages are included to compare the results of the program to the results of the college.

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
BUS	FY08	809	570	330	208	129	328	593	170	3,137	2,540	1,917
BUS	FY09	852	612	402	248	129	265	712	225	3,446	2,721	2,114
BUS	FY10	905	623	417	190	174	323	588	230	3,451	2,859	2,135
BUS	3 Year Avg	855	602	383	215	144	305	631	208	3,345	2,707	2,055
BUS	FY11	935	614	426	100	124	314	506	103	3,122	2,616	2,075

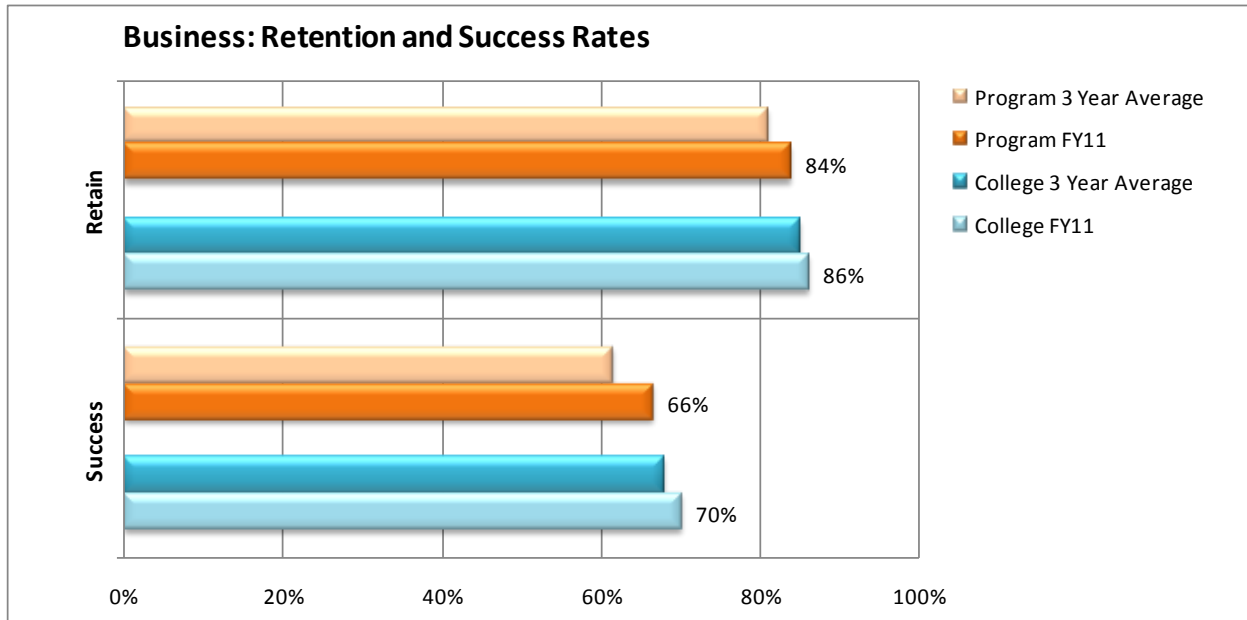
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
BUS	FY08	26%	18%	11%	7%	4%	10%	19%	5%		81%	61%
BUS	FY09	25%	18%	12%	7%	4%	8%	21%	7%		79%	61%
BUS	FY10	26%	18%	12%	6%	5%	9%	17%	7%		83%	62%
BUS	3 Year Avg	26%	18%	11%	6%	4%	9%	19%	6%		81%	61%
BUS	FY11	30%	20%	14%	3%	4%	10%	16%	3%		84%	66%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

Accounting Program Review

2011-2012

E3: Retention and Success Rates

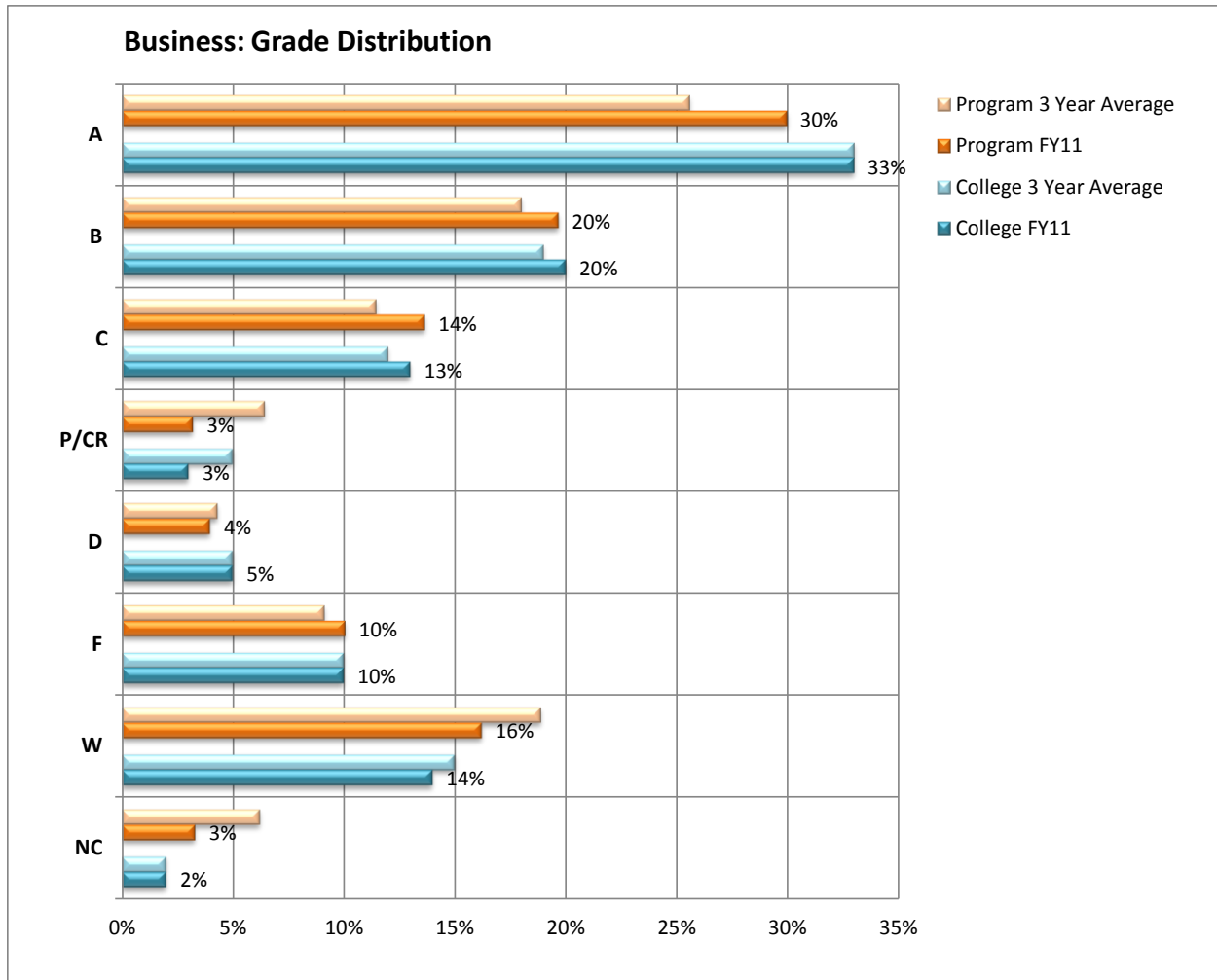
This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



Accounting Program Review 2011-2012

E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

Accounting Program Review

2011-2012

E6: Interpretation of Program Retention, Student Success, and Grade Distribution

Data is aggregated for the Business Division as a whole, and as such does not permit a detailed analysis of retention, success, or grade distribution for the Accounting Program. More data is needed for such an analysis.

For the Business Division overall, retention and success seem acceptable.

Grade distribution is a unique category for evaluation. It is interesting to note the high level of withdrawals, and also the number of Fs. Many drops and low grades are the result of students not being informed of their current academic standing in time to drop or improve their grades. The Early Alert program could be better utilized by faculty, which could reduce the number of withdrawals or lower grades.

If grades are emphasized a measure of faculty, program, college, or district success then grades are likely to become highly inflated and much less meaningful. The true measure is whether students completing various courses are able to apply that knowledge in a practical work setting or carry it forward to more advanced courses or to transfer institutions.

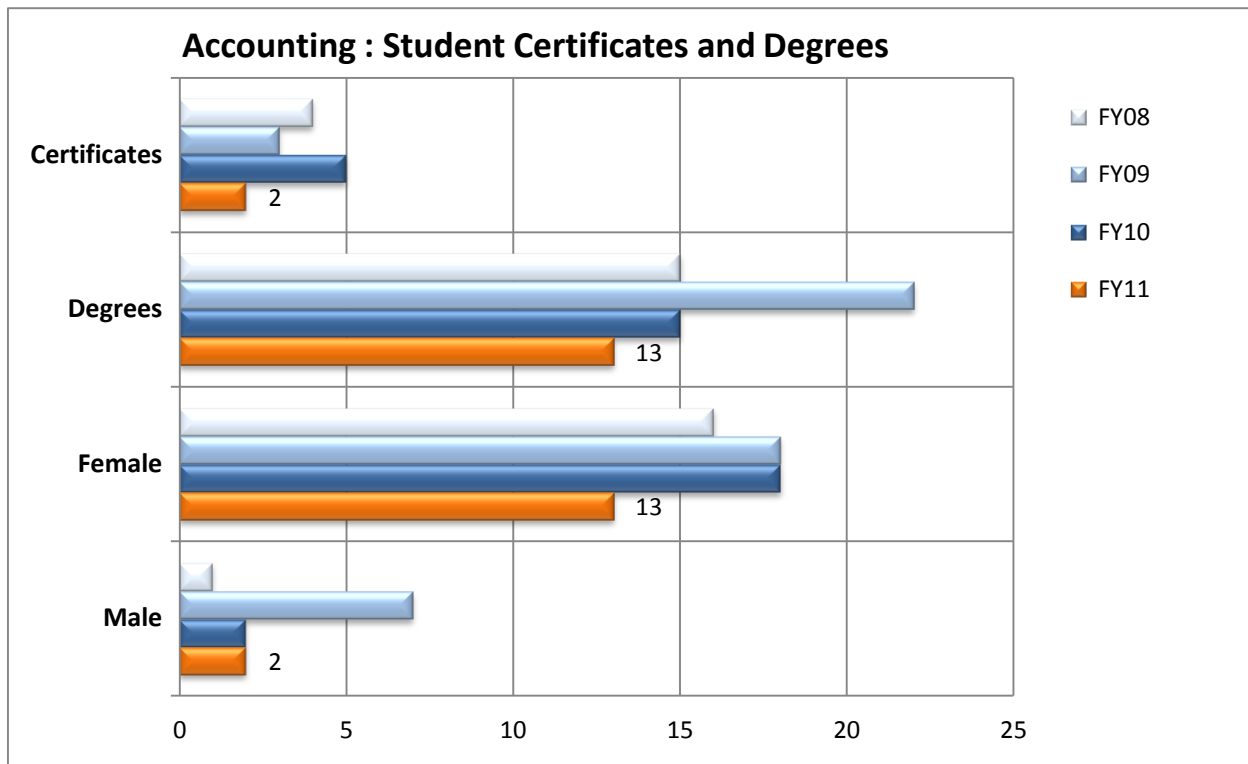
Accounting Program Review

2011-2012

F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
Accounting	FY08	4	15	16	1
Accounting	FY09	3	22	18	7
Accounting	FY10	5	15	18	2
Accounting	FY11	2	13	13	2
Total Awards in 4 Years		14	65	65	12



F2: Interpretation of the Program Completion Information

Clearly, fewer certificates and degrees were awarded to accounting students FY11 than in the three prior years. More effort should be devoted to streamlining the requirements for each, and students should be made more aware of these awards. Since there are more female accounting students than male, the gender distribution is not surprising.

It should also be remembered that the Accounting Program at Ventura College serves students transferring to four-year colleges and universities, those seeking two-year AS Degrees or Certificates of Achievement, and those taking one or more courses to acquire skills which enhance employment opportunities. We also serve our community by providing well trained and motivated individuals for the local economy. Many of those transferring

Accounting Program Review

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Although no formal records are yet available, informal surveys in our accounting classes indicate that the vast majority of accounting students intend to transfer to four-year schools. Many contact various instructors after transfer or graduation, frequently reflecting on how our curriculum prepared them for the rigors and expertise needed for success at those schools.

Many of those transferring DO NOT apply for certificates or degrees, yet do quite well at four-year schools. MORE DATA IS NEEDED ABOUT THOSE STUDENTS WHO TRANSFER.

G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
BUS	FY08	1,499	1,075	132	105	13	76	46	191	2,028	1,086	23	30
BUS	FY09	1,702	1,140	134	123	16	73	41	217	2,169	1,260	17	29
BUS	FY10	1,631	1,201	140	151	9	81	32	206	2,192	1,250	9	28
BUS	3 Year Avg	1,611	1,139	135	126	13	77	40	205	2,130	1,199	16	29
BUS	FY11	1,447	1,081	138	131	29	99	18	179	1,847	1,271	4	28
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

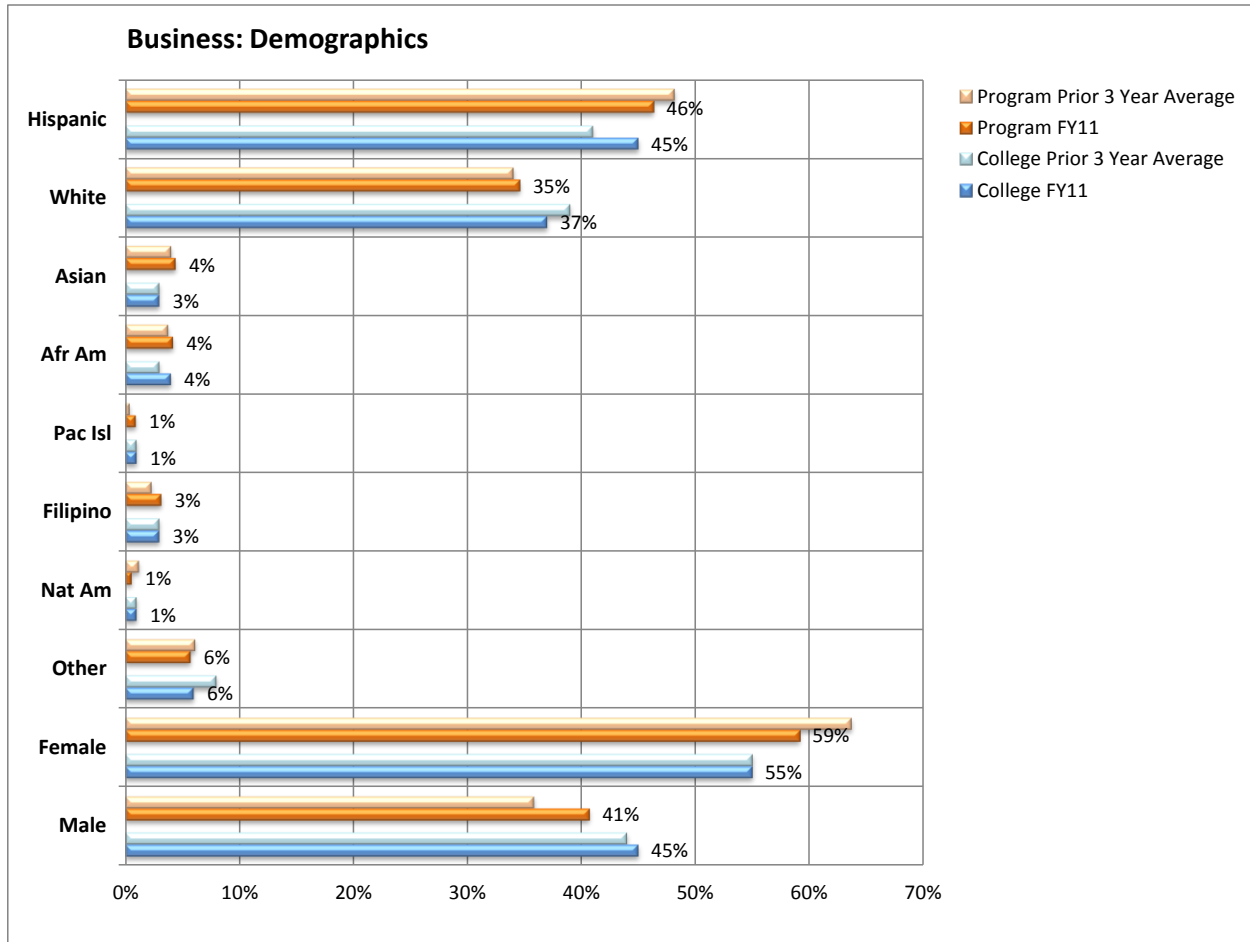
This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
BUS	FY08	48%	34%	4%	3%	0%	2%	1%	6%	65%	35%	1%	30
BUS	FY09	49%	33%	4%	4%	0%	2%	1%	6%	63%	37%	0%	29
BUS	FY10	47%	35%	4%	4%	0%	2%	1%	6%	64%	36%	0%	28
BUS	3 Year Avg	48%	34%	4%	4%	0%	2%	1%	6%	64%	36%	0%	29
BUS	FY11	46%	35%	4%	4%	1%	3%	1%	6%	59%	41%	0%	28
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

Accounting Program Review 2011-2012

G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group.. Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

Accounting Program Review

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G4: Interpretation of the Program Demographic Information

Again, data presented are for the Business Division as a whole with no detail for the Accounting Program. Overall, Business Division demographics are very similar to Ventura College as a whole.

Accounting Program Review

2011-2012

4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Demonstrate an understanding of basic accounting procedures.	Assignments, Projects, Exams, Oral Discussions
Operating Information	
Lecture-discussions, in-class assignments, out-of-class assignments, projects, and exams all require analysis and demonstration of accounting concepts, procedures and reporting requirements.	
Analysis – Assessment	
Assignments, projects, and exams are evaluated on the basis of accuracy and procedural correctness. Included therein are written and oral presentations by students.	

Program-Level Student Learning Outcome 2	Performance Indicators
Analyze, process and report financial information within established normal and computerized protocols.	Assignments, Projects, Exams, Oral Discussions
Operating Information	
Lecture-discussions, in-class assignments, out-of-class assignments, projects, and exams all require analysis and demonstration of accounting concepts, procedures and reporting requirements.	
Analysis – Assessment	
Assignments, projects, and exams are evaluated on the basis of accuracy and procedural correctness. Included therein are written and oral presentations by students.	

Accounting Program Review
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Program-Level Student Learning Outcome 3	Performance Indicators
Operating Information	
Analysis – Assessment	

Accounting Program Review

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4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will maintain its retention rate from the average of the program's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will maintain the retention at the average of the program's retention rate for the prior three years.
Operating Information	
Students are kept informed of their current grade and attendance rates throughout the semester.	
Analysis – Assessment	
All assignments, exams and projects are graded and returned to students in a timely manner.	

Student Success Outcome 2	Performance Indicators
Increase student performance.	The program will increase the student performance above the average of the college student performance rate for the prior three years.
Operating Information	
Students are kept informed of their current grade and attendance rates throughout the semester.	
Analysis – Assessment	
All assignments, exams and projects are graded and returned to students in a timely manner.	

Accounting Program Review

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Student Success Outcome 3	Performance Indicators
The program will increase the student success rates from the average of the program's prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will increase student success rate by 2% or more above the program's average student success rate for the prior three years.
Operating Information	
Students are kept informed of their current grade and attendance rates throughout the semester.	
Analysis – Assessment	
Analysis – Assessment	
All assignments, exams and projects are graded and returned to students in a timely manner.	

Student Success Outcome 4	Performance Indicators
The program will increase the student success rates from the average of the college's prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program student success will increase by 5% over the average of the college's student success rate for the prior three years.
Operating Information	
Students are kept informed of their current grade and attendance rates throughout the semester.	
Analysis – Assessment	
Analysis – Assessment	
All assignments, exams and projects are graded and returned to students in a timely manner.	

Accounting Program Review

2011-2012

Student Success Outcome 5	Performance Indicators
Students will complete the program earning certificates and/or degrees.	Increase the number of students earning a certificate to a minimum of 20% of the number of students enrolled in second-year courses.
Operating Information	
<p style="color: #c00000;">Students are kept informed of their current grade and attendance rates throughout the semester. Students will be better informed of the procedures for completing certificates and degrees, and the degree/certificate requirements will be streamlined.</p>	
Analysis – Assessment	
Analysis – Assessment	
<p style="color: #c00000;">All assignments, exams and projects are graded and returned to students in a timely manner. Degree/certificate requirements will be streamlined. More information will be distributed to students.</p>	

Accounting Program Review

2011-2012

C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 525 goal set by the district where appropriate, and new WSCH/FTEF will be developed for courses whose enrollment is limited to class space.	The program will meet the Program operating Outcomes described.
Operating Information	
Develop new, more appropriate standards.	
Analysis – Assessment	
District responsibility.	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment should be functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 should be maintained and a replacement schedule should be developed. Service contracts for equipment over \$5000 should be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over \$5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.
Operating Information	
The inventory list is out of date and needs to be reviewed (3B1)	
Analysis – Assessment	
Not an Accounting Program responsibility	

Accounting Program Review

2011-2012

5. Findings

Finding 1-- More data is needed about transfer students.

Finding 2—Appropriate inventory data should be collected.

Finding 3—More information about Certificate and Degree programs should be made available to students.

Finding 4—Appropriate WSCH/FTES measures for limited-space courses should be developed.

Finding 5—More information about the Accounting Program should be distributed to local schools.

Accounting Program Review

2011-2012

6. Initiatives

Initiative---Collect more data about transfer students

Initiative ID --- Acct 1201

Links to Finding 1---will help prove the success of VC's Accounting Program

Benefits: More data to evaluate all programs

Request for Resources---District Responsibility

Funding Sources---Institutional Researcher

No new resources are required (use existing resources)	xx
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Accounting Program Review

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Initiative---Prepare up-to-date and accurate inventories

Initiative ID-- Acct -1202

Links to Finding 2—more accurate information

Benefits---accurately identify the program's resources

Request for Resources

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	<input checked="" type="checkbox"/>
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	<input type="checkbox"/>
Requires computer equipment funds (hardware and software)	<input type="checkbox"/>
Requires college equipment funds (other than computer related)	<input type="checkbox"/>
Requires college facilities funds	<input type="checkbox"/>
Requires other resources (grants, etc.)	<input type="checkbox"/>

Accounting Program Review

2011-2012

Initiative ---Distribute more information to students concerning degrees and certificates

Initiative --- Acct 1203

Links to Finding 3-faculty and counseling responsibility

Benefits—increase the number of students receiving certificates and degrees.

Request for Resources---none

Funding Sources not required

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Accounting Program Review

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Initiative ---Develop appropriate WSCH/FTES standards for limited-space courses.

Initiative ID— Acct 1204

Links to Finding 4 -- appropriate measure for performance

Benefits—improved measurement technique

Request for Resources –District Responsibility

Funding Sources --District

No new resources are required (use existing resources)	XX
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Accounting Program Review

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Initiative ---Distribute Accounting Program information to local schools .

Initiative ID— Acct 1205

Links to Finding 5 – more information to potential students

Benefits—increased enrollment

Request for Resources –Faculty and counselors

Funding Sources –VC—funds for substitute instructors, if needed

No new resources are required (use existing resources)	XX
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Accounting Program Review

2011-2012

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

Accounting Program Review

2011-2012

Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

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Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

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6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

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7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.