

ACADEMIC PROGRAM REVIEW

GENERAL EDUCATION & CTE VERSION

[Accounting and Business] **FISCAL YEAR 2014**

FY 2014 Gen Ed. Academic Program Review: *Accounting and Business*

What is a Program Review?

This program review is a comprehensive study of the quality and cost effectiveness of a General Education or CTE program. The purpose of Sauk's program review process is to promote continuous improvement and to link those improvements to other internal processes, including curriculum development, assessment, budgeting, facility planning, and to the strategic plan through operational plans. Information provided in program reviews will be used in internal reports, reports to other agencies, and for institutional planning. The program review for each area is conducted once every five years as dictated by a schedule created by the Illinois Community College Board (ICCB).

Why is a Program Review necessary?

ICCB requires all academic & cross-disciplinary programs and all student and academic support services to conduct a program review at least once every five years. The program review process should:

- Examine the need for the program, its quality, and its cost of operation.
- Involve employees of the unit as well as individuals not employed within the unit.
- Examine current information and data on enrollment, persistence, retention, and other data.
- Produce results that are considered in operational planning and budget allocation decisions.

The College's annual required *Program Review Report* to the ICCB comes directly from the approved program reviews.

Also, as a part of accreditation, the Higher Learning Commission (HLC) requires institutions to have an established process to regularly review all programs. However, each institution is allowed the latitude to develop and administer a review process that is suited to the institution's unique circumstances and needs.

Timeline for the Program Review Process

April/May	Areas are informed that they are scheduled to conduct a program review in the fall of the next academic year
July-Early September	Optional "early start" is available to areas who want to get the Program Review process started sooner. Area leaders are designated Chair of their program review team. A mandatory orientation will be scheduled and hosted by the Dean of Institutional Research and Planning (IR).
Fall semester	Areas conduct their program reviews using this template. The Dean of IR is always available to answer questions during the review process. Occasionally, rough drafts of the PR document will be requested by the Dean of IR for review to stay apprised of progress.
December 20 or sooner	Program reviews and all other required forms are due. Area leaders are responsible for having their Program Reviews submitted on-time or early.
Fall Semester-March	The College's Program Review Committee will evaluate area program reviews as they are submitted, request revisions and determine if the program review is complete and if the results fully substantiated. The Vice-President of Academics and the College President determine final acceptance of all program reviews.
March	Equipment requests, personnel change requests, renovation requests and major project requests from <u>approved</u> program reviews will be placed on the area's Operational Plan for the upcoming fiscal year.
April	Instructional areas will submit next year's operational plans, including action items identified in the program review.

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Instructions

- The area will form a program review team comprised of 5 to 10 individuals recommended from the following groups:
 - Area/department faculty or staff
 - Other employees that are outside the department
 - 1 or 2 students
 - Community members and/or industry representatives who are not SVCC employees
- The program review team will complete this template during the review process. Other formats will not be accepted.
- All form areas/questions must be completed (unless specifically noted otherwise).
- Resources needed before the Program Review process begins:
 - Past Operational Plans for your area (last five years)
 - Last Program Review for your area
 - Access to the College catalog (online)
 - Access to the Assessment Database
 - Graduate follow-up survey results (CTE only)
- **The required ICCB form (found at the end of this template) MUST be completed for each degree or certificate being reviewed.** Make copies of the form as needed and insert into this template.
- Type the names of the program review team on the SIGNATURES AND APPROVAL page and have the team members sign it. All members of the review team must sign the signature page. Submit the completed form to the Dean of IR.
- The Chair of the area's program review committee is responsible for submitting a completed program review. The Chair should submit the following by **December 20th** or earlier to the Dean of IR:
 - Type the names of the program review team on the Program Review Team Signatures page. Type in the dates of all applicable meetings. Each member must sign the signature page before it is submitted as a hard copy.
 - Submit an electronic version of the completed program review template. Do not create a printed copy of the document (besides the signature page).
- The approval process:
 - Submission of the completed PR template to the Program Review Committee alone does not constitute approval.
 - The Program Review Committee may request additional analysis, clarification, or information, and will not approve the review until it is satisfied that its requests have been addressed.
 - Reviews must be approved by the committee, the Vice-President of Academics and the President by March in order for budgetary requests to be considered. Reports submitted after December 20th may not be approved by the Program Review committee by the March deadline which may jeopardize area budgets, equipment, personnel, renovation or major project requests. Please take the deadlines seriously.

Data forms will be supplied to you as an **appendix** and attached as a separate file. Please access this file in order to answer the questions found within this template. If you feel as if there is an error in the data tables or wish to see additional data, please contact the Dean of IR.

QUESTIONS: Contact the Dean of IR, Steve Nunez (ext. 263), with any questions regarding your program review.

Alignment with the College Mission

College Mission *Tells who we are as an institution and what we do*

Sauk Valley Community College is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community.

College Vision *Tells where we want to go as an institution*

Sauk Valley Community College will be recognized as a benchmark institution of higher education that provides exceptional learning opportunities in response to the diverse needs of its students and community.

Program Mission

Sauk Valley Community College's Associate in Science Transfer Program (220 and 210) prepares students with the first two years of a Bachelor's Degree in a Business Major to include the following Business Majors: (a) General Business, (b) Accounting, (c) Marketing, (d) Management, and (e) Business Education. The Associate in Science Transfer Program strongly encourages students to complete the program's requirements in order to complete an Associate in Science Degree prior to transfer. In addition the Associate in Science Transfer Program strongly suggests that students should consult closely with an advisor early in their programs if they intend to transfer as juniors into a senior institution's Bachelor's Degree Program.

Sauk Valley Community College's Associate in Applied Science Degree in Accounting Program prepares students for entry-level positions or to be a junior member of the accounting staff of a private business, an industrial enterprise, a public accounting firm, a governmental organization, or a not-for-profit organization.

Sauk Valley Community College's Certificate in Accounting Program prepares students for entry-level positions in private enterprise, industrial entities, and not-for-profit organizations.

Each program is evaluated on need, cost effectiveness, and quality. Answer the questions below with as much detail as necessary to fully substantiate the answers. Some questions refer to data tables (highlighted in red font); data tables are attached as a separate file.

→To incorporate new plans or goals into the Operational Plan use the Operational Planning matrix found near the end of this template.

Contact to the Dean of Institutional Research if you have any questions.

PROGRAM NEED

The viability component focuses on quantitative analysis for the need for the program(s)

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Enrollment (Strategic Objective 5.6)

1. For each program (if more than one), describe the five-year enrollment trends as compared to the overall college enrollment (use Table 1A, rows a, d).

[The program data for the Business Transfer Program (AS 0210) and the Business Accounting Transfer Program (AS 0220) reflect the same numbers. Therefore, both of these transfer programs will be jointly analyzed in this section.

The program data for the Business Transfer Program (AS 0210) and the Business Accounting Transfer Program (AS 0220) reveals that for Fiscal Year (FY) 2009, there were 489 students enrolled out of a College-wide enrollment of 8,874 students or 6%. For FY 2010, there were 513 students enrolled out of a College-wide enrollment of 8,012 students or 6%. For FY 2011, there were 480 students enrolled out of a College-wide enrollment of 7,672 students, or 6%. For FY 2012, there were 470 students enrolled out of a College-wide enrollment of 7,068 students, or 7%. For FY 2013, there were 460 students enrolled out of a College-wide enrollment of 6,781 students, or 7%. Over the five-year period, 2009 – 2013 inclusive, there were a total of 2,412 students enrolled out of a College-wide enrollment of 38,407 students, or 6%.

Over the five-year period, 2009 – 2013 inclusive, the enrollment data for the Business Transfer Program (AS 0210) and the Business Accounting Program (AS 0220) reveals that the enrollment in these programs in strong and consistent at 6% to 7% of the College-wide enrollment totals. Both programs continue to generate very good to excellent demand for the classes offered.

The program data for the Associate of Applied Science Accounting Program and Accounting Certificate Program (AAS 0021 and B90 respectively) discloses that for FY 2009, there were 532 students enrolled out of a College-wide enrollment of 8,874 students, or 6%. For FY 2010, there were 601 students enrolled out of a College-wide enrollment of 8,012, or 8%. For FY 2011, there were 604 students enrolled out a College-wide enrollment of 7,672 students, or 8%. For FY 2012, there were 606 students enrolled out of a College-wide enrollment of 7,068 students, or 9%. For FY 2013, there were 596 students enrolled out of a College-wide enrollment of 6,781 students, or 9%. Over the five-year period, 2009 – 2013 inclusive, there were 2,939 students enrolled out of a College-wide enrollment of 38,407 students, or 8%.

Over the five-year period, 2009 – 2013 inclusive, the enrollment in the Associate in Applied Science Degree Accounting Program and Accounting Certificate Program (AAS 0021 and B90 respectively) appears consistent with that of the Business Transfer Program (0210) and the Business Accounting Program (0220). Over the five-year period, 2009 – 2013 inclusive, the enrollment data also discloses a slightly higher number or proportion of students enrolled in the Associate in Applied Science Degree Accounting Program, 8% to 9%, compared with 6% to 7% of the students enrolled in the Business Transfer Program and the Business Accounting Program. The Associate in Applied Science Degree Accounting Program and Accounting Certificate Program continues to generate very good to excellent demand for the classes offered.]

2. Using data Tables 6A & 6B, compare the enrollment numbers for the program for each ethnic group (6B, row a) to the college average for each ethnic group/gender (6A, rows a). Do any obvious anomalies exist?

[The data review for this section reveals that the Business Transfer Program (AS 0210) and the Business Accounting Transfer Program (AS 0220) generated the same set of data. Therefore both of these transfer programs are analyzed concurrently. In addition, data are rounded to the nearest

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whole number of students.

The data review for the Business Transfer Program and the Business Accounting Transfer Program reveals a five-year average, therefore all of the data reported in this section reflect a five-year average amount. Enrollment in the Business Transfer Program and the Business Accounting Transfer Program indicates 393 students out of a college average enrollment of 7,668 students, or 5%.

The Caucasian mean enrollment is 332 students out of a College Caucasian mean enrollment of 6,376 students, or 5%. The Hispanic mean enrollment is 35 students out of a College Hispanic mean enrollment of 859 students, or 4%. The Black mean enrollment is 11 students out of a College Black mean enrollment of 211 students, or 5%. The Asian mean enrollment is 7 students out of a College Asian mean enrollment of 73 students, or 8%. The Male mean enrollment is 208 students out of a College Male mean enrollment of 4,614 students, or 5%. The Female mean enrollment is 185 students out of a College Female mean enrollment of 3,054 students, or 6%.

The data discloses that program statistics by ethnicity and gender for the Business Transfer Program (AS 0210) and the Business Accounting Transfer Program (AS 0220) are consistent and constant with the data for the College as a whole. The five-year mean enrollment for the Business Transfer Program and the Business Accounting Transfer Program represents 5% of the overall College enrollment. The five-year mean enrollment relative to ethnicity for the Business Transfer Program and the Business Accounting Transfer Program reveals that Caucasians represent 5% of the overall College enrollment, Hispanics represents 4% of the overall College enrollment, Blacks represent 5% of the overall College enrollment, and Asians represent 8% of the overall College enrollment.

The data acknowledges that for the ethnic groups examined, Caucasians, Hispanics, and Blacks, student enrollment in the Business Transfer Program and the Business Accounting Transfer Program are well-represented at 4% to 5% and generally equivalent to the general college enrollment at 5%. Asian enrollment in the Business Transfer Program and the Business Accounting Transfer Program, at 8%, appears to be slightly above the general college enrollment of 5%.

The data analysis for gender further discloses that the Male mean enrollment in the Business Transfer Program (AS 0210) and the Business Accounting Transfer Program (AS 0220) is 208 students, or 5% of the College Male mean enrollment. The Business Transfer Program and the Business Accounting Transfer Program Female mean enrollment is 185 students, or 6% of the College Female enrollment.

The data analysis for gender indicates that both the Male mean enrollment, at 5%, and the Female mean enrollment, at 6%, in the Business Transfer Program and the Business Accounting Transfer Program generally correspond with the Male mean enrollment and Female mean enrollment of the College as a whole, at 5%. The Female mean enrollment in these programs appears to be slightly higher at 6%. The analysis of data for the Associate in Applied Science Degree in Accounting Program (AAS 0021) reveals a five-year average. This program identifies 426 students enrolled out of a college total enrollment of 7,668 students, or 6% of students enrolled.

Regarding Associate in Applied Science Degree Accounting Program statistics by ethnicity, the Caucasian mean enrollment is 359 students, or 6%. The Hispanic mean enrollment is 40 students, or 5%. The Black mean enrollment is 11 students, or 5%. The Asian mean enrollment is 8 students,

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or 11%. The Associate in Applied Science Degree Accounting Program ethnicity statistics disclose that the enrollment trends for this program are generally representative of the College-wide enrollment as a whole, at 5% to 6% of the students enrolled in this program. When the Asian mean is isolated, it reveals that Asian mean enrollment is 11%, some 5% to 6% higher as compared to other ethnic groups examined.

The Accounting Certificate Program (B90) also employs a five-year average of data. This data identifies 273 students enrolled in this program out of a College-wide enrollment of 7,668 students, or 4%.

The Accounting Certificate Program statistics by ethnicity reveal a 233 Caucasian mean enrollment, or 4%. The Hispanic mean enrollment is 26 students, or 3%. The Black mean enrollment is 4 students, or 2%. The Asian mean enrollment is 5 students, or 7%.

The Accounting Certificate Program ethnicity statistics disclose that for Caucasian student enrollment (4%), Hispanic student enrollment (3%), and Black student enrollment (2%) is generally representative of the College enrollment of 4% of students. The Asian student enrollment is slightly higher at 7% of students enrolled in this program compared with the College enrollment of 4% of students.

The Accounting Certificate Program statistics by gender imparts the Male mean enrollment is 134 students, or 3%. The Female mean enrollment is 139 students, or 5%. The gender enrollments declare that the Male mean enrollment (3%) is slightly less than the general program enrollment (4%) and the Female mean enrollment (5%) is slightly more than the general program enrollment (4%).

3. Describe what the program's faculty/staff already did to promote each program in the previous five years to increase program enrollment and the number of declared majors.

[This section describes the programs' faculty and staff promotion efforts over the past five years. In the past five years, the Associate in Arts Business Transfer Program (AS 0210), the Business Accounting Transfer Program (AS 0220), the Associate in Applied Science Accounting Program (AAS 021) and the Accounting Certificate Program (B90) have produced several promotion techniques and methods to increase program enrollment and the number of declared majors.

In the past five years faculty and staff program promotion techniques, strategies, and methods have included the following: (a) offered classes in face-to-face campus learning environments, (b) offered classes in online learning environments, (c) offered classes in hybrid learning environments, (d) offered classes in both the campus day schedule and campus evening schedule formats, (e) offered classes in a campus Friday-only format, (f) offered classes off campus directly to business entities who requested such formats, (g) offered classes in a sequenced daily format to attract students who may work a part-time job, (h) offered classes in a sequenced semester format to enable students to complete the programs on a timely basis, (i) promoted the programs through attendance, participation, and leadership in business and accounting professional civic organizations, (j) promoted the programs through attendance, participation, and leadership in business and accounting professional academic organizations, (k) served as mentors to business and accounting students through sponsorship of honors projects, (l) promoted the programs through attendance, participation, and leadership in governmental, not-for-profit, and religious organizations, (m) and served as tax preparers and accountants to specific population sub-groups who otherwise may not be able to

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afford these professional services.]

4. *Describe* how the program's faculty/staff will promote and market each program to increase program enrollment and number of declared majors within the next five years. Could the program better market to any particular group (ethnic group, males, females, etc.) in order to increase enrollment or the number of declared majors within each program?

(Examples include updating of the departmental website, high school visits by faculty/staff, community presentations, etc. Contact the marketing coordinator and VP of Academics for additional suggestions.)

[This section of the program review will describe how the program's faculty and staff will promote and market each program to increase program enrollment and the number of declared majors within the next five years.

One of the great strengths of the Business Transfer Program, the Business Accounting Transfer Program, the Associate of Applied Science Accounting Program, and the Accounting Certificate Program is found within the very highly qualified and distinguished full-time and part-time faculty members who instruct classes within these programs. These full-time faculty members and part-time faculty members will continue with their dedicated and exceptional instructional methodologies, which serves as the prime attraction of students to these programs. There is no finer promotion of these programs other than the unsurpassed excellence of instructional methods of the full-time faculty and the part-time faculty displayed within the classroom learning environment, laboratory learning environment, online learning environment, or hybrid learning environment.

The full-time faculty and part-time faculty will additionally continue their program promotion techniques, methods, and strategies as identified and recorded as the solution to Question 3 in this program review.]

→**Include the marketing plan within the Operational Plan matrix found near the end of this Program Review document.**

5. For each program, if any specific classes (**multiple Tables, 1B, row d**) have a different enrollment trend than the program as a whole (**Table 1A, row d**), explain the enrollment trend in the class and if a problem exists.

[This section of the program review will identify any classes of the Business Transfer Program, the Business Accounting Transfer Program, the Associate of Applied Science Accounting Program, and the Accounting Certificate Program to identify whether or not they experience different enrollment trends than the program as a whole.

A review of all classes within the data set provided for this program review and reflecting the years FY 2009 – FY 2013 inclusive reveals that no different enrollment trends exist which differ from each of the programs under review nor are any enrollment problems prominent. A few of the business and accounting classes exhibited a slight increase in enrollment trends, 2% to 4%, as compared to the College-wide data as a whole. There was no discernable pattern detected within this slight increase in enrollment trends.]

6. For each program being reviewed, what is the average class enrollment (**Table 1A, row e**)? Is the average class enrollment equal to or greater than 10 students? If the average enrollment is below

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10 students, please *justify* the small average class size for the program as a whole or indicate possible solutions to the small average class sizes (e.g., consolidation of classes, etc.).

[This section of the program review will describe average class enrollments of the Business Transfer Program, the Business Accounting Transfer Program, the Associate in Applied Science in Accounting, and the Accounting Certificate Program. This section of the program review will additionally address whether or not the average class enrollment is equal to or greater than ten students. Furthermore, this section of the program review will identify any classes with less than ten students.

A review of all classes within the data provided for this program review and reflecting the years FY 2009 – FY 2013 inclusive acknowledges the following: the mean enrollments of the classes within these programs is 16 students with a standard deviation of 4 students. Since the standard deviation is closely clustered around the mean, this indicates that little dispersion exists within the data provided for this program review. In addition, since the standard deviation is tightly clustered around the mean, this indicates that the mean enrollment of 16 students for the programs' classes is a very good representation of the average or typical enrollment within the classes. Interpreting these measurements, the average class enrollment for the programs under review is 16 students which may vary from a low enrollment of 12 students to a high enrollment of 20 students.

Ten classes within the Business Transfer Program, the Business Accounting Transfer Program, the Associate in Applied Science Accounting Program, and the Accounting Certificate Program were discovered with average low enrollments of ten students or less for the years FY 2009 – FY 2013 inclusive. However, seventy percent of these classes were identified as second-year classes, illustrating a common progression pattern. No concerns were identified with these low enrollment classes as they reflected outliers within the data provided for the program review.

→If applicable, include a potential solution to the small program class size within the Operational Plan matrix.

7. For each class in each program, list any classes that have an average class enrollment (**multiple tables, 1B, row e**) less than 10 students. If the average enrollment is below 10 students, please *justify* the small class size or indicate a possible solution to the small average class sizes.

[This section of the program review will list each class and time period within the Business Transfer Program, the Business Transfer Accounting Program, the Associate in Applied Science Accounting Program, and the Accounting Certificate Program which had an average class enrollment of less than ten students.

The classes within these programs which recorded an average class enrollment of less than ten students includes: (a) ACC 201, FY 2009; (b) ACC 202, FY 2009; (c) ACC 203, FY 2010; (d) ACC 204, FY 2009; (e) ACC 205, FY 2011; (f) ACC 207, FY 2009; (g) BUS 231, FY 2009 - 2013; (h) BUS 232, FY 2009 – 2013; (i) BUS 235, FY 2009 – 2013; and (j) BUS 214, FY 2009 – 2012.

The classes identified as ACC 201, ACC 202, ACC 203, ACC 204, ACC 205, and ACC 207 with an average enrollment of less than ten students occurred once for each class over the 2009 – 2013 fiscal years inclusive. These instances were generally identified as outliers within the data. The enrollment trends disclose that the average enrollments have increased in these classes to amounts greater than ten students.

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The classes identified as BUS 231, BUS 232, BUS 235, and BUS 236 represents the Occupational Seminar and Occupational Internship classes. The average enrollments in these classes are naturally smaller since not all students enroll in these classes simultaneously. The students complete their program at different points in time and will move into these classes at different points in time.

The class identified as BUS 214 is the Business Statistics transfer class. This class has high mathematics prerequisites of MAT 220 (Finite Mathematics) or MAT 221 (Calculus for Business and Social Sciences). A current enrollment trend discloses that many of the College's incoming freshman students are severely lacking in mathematical skills. As a result of this deficiency, many of the College's students test into the remedial mathematics classes and must take one or more of these classes. The few students who test into the higher level mathematics classes represent a minority segment of the student population. Therefore, as these limited number of students fulfill the MAT 220 or MAT 221 prerequisites for the BUS 214 class, the number of students matriculating into the BUS 214 class will naturally be a smaller number of students. |

→If applicable, include a potential solution to small class sizes within the Operational Plan matrix.

Declared Majors & Completions (Strategic Objective 6.1)

8. For each program, *describe* the five-year trends pertaining to the number of declared majors (Table 2, row c). Use the total college and program enrollment (Table 2, row a & b) as a comparison reference. If possible, explain the trend in declared majors.

[This section of the program review will describe the five-year trends pertaining to the number of declared majors.

For the Business Transfer Program (AS 0210), the number of declared majors discloses the following: (a) 126 students for FY 2009, (b) 101 students for FY 2010, (c) 76 students for FY 2011, (d) 44 students for FY 2012, and (e) 65 students for FY 2013. The trend pertaining to the declared majors of this program have been decreasing over four of the five years identified, however for the fifth year identified, the trend is increasing from 44 students to 65 students.

For the Business Accounting Transfer Program (AS 0220), the number of declared majors reveals the following: (a) 9 students for FY 2009, (b) 5 students for FY 2010, (c) 12 students for FY 2011, (d) 11 students for FY 2012, and 7 students for FY 2013. The trend pertaining to the declared majors of this program is cyclical; decreasing, increasing, and then decreasing.

One of the reasons for this cyclical trend in declared majors may be attributed to the increased academic requirements for accounting majors pursuing the CPA track as opposed to other accounting tracks. For accounting majors pursuing the CPA track, the national standards require 150 semester hours of completion. Colleges and universities may meet these requirements by offering a 150 semester hour Bachelor's Degree or a 120 semester hour Bachelor's Degree and a 30 semester hour Master's Degree. Colleges and universities generally are about equally divided in offering these academic curricula to meet the CPA track requirements.

For these reasons, some accounting majors may not desire to pursue the 150 semester CPA track and pursue other accounting tracks instead. This may reflect the cyclical trends in declared

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accounting transfer majors.

For the Associate in Applied Science Accounting Program (AAS 0021), the number of declared majors reveals the following: (a) 32 for FY 2009, (b) 19 for FY 2010, (c) 28 for FY 2011, (d) 26 for FY 2012, and (e) 29 for FY 2013.

This trend pertaining to declared majors of this program reflects an increasing trend over the five-year period. The declared majors appear to be strong and consistent over the five-year period.]

9. For each program, *describe* the five-year trends pertaining to the number of degrees or certificates awarded (Table 2, rows d & e). If possible, explain the trend.

[This section of the program review will describe the five-year trends pertaining to the number of degrees or certificates awarded.

For the Business Transfer Program (AS 0210), the number of degrees awarded acknowledges the following: (a) 19 for FY 2009, (b) 20 for FY 2010, (c) 13 for FY 2011, (d) 11 for FY 2012, and (e) 14 for FY 2013. This trend pertaining to the number of degrees awarded from this program generally has been decreasing in four of the five years, however appears to be increasing in the last year. No certificates were awarded from this program.

For the Business Accounting Transfer Program (AS 0220), the number of degrees awarded divulges the following: (a) 0 for FY 2009, (b) 2 for FY 2010, (c) 1 for FY 2011, (d) 6 for FY 2012, and (e) 2 for FY 2013. This trend pertaining to the number of degrees awarded from this program generally has been cyclical. Students in this transfer program take the same classes as those students in the Business Transfer Program. The difference exists to the extent of only the declared major. No certificates were awarded from this program.

For the Associate in Applied Science Program (AAS 0021), the number of degrees awarded discloses the following: (a) 5 for FY 2009, (b) 6 from FY 2010, (c) 8 from FY 2011, (d) 14 for FY 2012, and (e) 10 for FY 2013. This trend pertaining to the number of degrees awarded from this program has been a strong increase (doubling) over the five year period.

For the Accounting Certificate Program (B90), a certificate program embedded within the Associate in Applied Science Accounting Program (AAS 0021), the number of certificates awarded unveils the following: (a) 8 in FY 2009, (b) 2 in FY 2010, (c) 10 in FY 2011, (d) 22 in FY 2012, and 13 in FY 2013. This trend pertaining to the number of certificates awarded from this program discloses a very strong increase in four of the five years. This increase represents fivefold increase from FY 2010 to FY 2011 and a twofold increase (doubling) from FY 2011 to FY 2012. Most of the Associate in Applied Science Program Accounting students also declare and pursue the embedded Accounting Certificate simultaneously.]

10. Use data Table 2 to verify that students are not taking more than 6 fall/spring semesters to complete a degree (row f) or 4 fall/spring semesters to complete a certificate (row f). *Explain any discrepancies.*

[This section of the program review will verify that students are not taking more than six fall/spring semesters to complete a degree or that students are not taking more than four fall/spring semester to complete a certificate.

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For the Business Transfer Program (AS 0210), no students took more than six fall/spring semesters to complete a degree. For the Business Accounting Transfer Program (AS 0220), no students took more than six semesters to complete a degree.

For the Associate in Applied Science Program (AAS 0021), the number of students who took more than six fall/spring semesters to complete a degree acknowledges the following: (a) 10 in FY 2009, (b) 11 in FY 2010, (c) 8 in FY 2011, (d) 7 in 2012, and (e) 8 in 2013. This data Table 2, Row F is not consistent with the number of graduates of this program. Incorrect data entry, such as misclassification of data, is most likely the reason for this anomaly.

For the Accounting Certificate Program (B90), the number of students who took more than four fall/spring semesters to complete a certificate divulges the following: (a) 10 in FY 2009, (b) 9 in FY 2010, (c) 6 in FY 2011, (d) 8 in FY 2012, and (e) 6 in FY 2013. Again, this data Table 2, Row F is not consistent with the number of graduates of this program. Incorrect data entry, such as misclassification of data, is most likely the reason for this anomaly. |

11. Using data **Tables 6A & 6B**, compare the number of declared majors, the number of certificates, and/or degrees for each ethnic group/gender (**6B, rows b-d**) to the college average (**6A, rows b-d**). Do any obvious anomalies exist?

[This section of the program review will compare the number of declared majors, degrees awarded, and certificates awarded for the Business Transfer Program (AS 0210), the Business Accounting Transfer Program (AS 0220), the Associate in Applied Science Accounting Program (AAS 0021), and the Accounting Certificate Program (B90) for each ethnic group/gender with the College average for each ethnic group/gender. The ethnic groups identified include Caucasians, Hispanics, Blacks, and Asians

A review of Table 6A, Rows b – d and Table 6B, Rows b – d reveals no obvious anomalies in the data. The data discloses that the declared majors, number of degrees awarded, and the number of certificates awarded for each ethnic group and gender as consistent and congruence with the College average or mean as a whole. |

12. *Describe* what was already done by the area to increase the number of program completions of degrees or certificates since the last program review. Indicate how frequently each effort was conducted during the past five years.

[This section of the program review will describe the efforts already completed to increase the number of Business Transfer Program (AS 0210) completions, Business Transfer Accounting Program (AS 0220) completions, Associate in Applied Science Degree in Accounting Program (AAS 0021) completions, and Accounting Certificate Program (B90) completions of degrees or certificates since the last program review. In addition, the efforts and their frequency will also be presented.

The efforts and their frequencies already completed to increase the number of program completions of degrees or certificates from these programs since the last program review include the following: (a) offering a consistent and sequenced composition of accounting and business classes at peak times, (b) offering the accounting and business classes in a variety of learning environments, such as face-to-face learning environments, online learning environments, and hybrid learning

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environments, (c) offering multiple sections of the beginning 100 level first-year classes in order to maximize student progression into the 200-level second-year classes, (d) reinforcing the concept of study groups in each business and accounting class, and (e) designing and offering an online Certificate in Supervisory Management. With the exception of the design phase of the online Certificate in Supervisory Management, each of these efforts was implemented each year of the five year period under review, FY 2009 – FY 2013.]

13. Describe what will be done to increase the number of program completions of degrees or certificates during the next five years. Contact the VP of Academics for additional ideas.

[This section of the program review will describe the efforts and their frequencies to be implemented in the next five years in order to increase the number of program degree and certificate completions for that period. The efforts and frequencies described in the response to Question 12 will continue to be executed on an annual basis.]

→**Include the completion plan within the Operational Planning matrix.**

14. **CTE ONLY!** For the program(s) under review, list each A.A.S. degree(s) and any certificates that are already “stacked” underneath that degree. List every degree and indicate “none” if no stacked certificates exist.

[This section of the program review applies to Career and Technical Education (CTE) program areas to identify any existing Associate in Applied Science Degree program with any “stackable” Certificates within the Associate in Applied Science Degree program. The only Associate in Applied Science Program within this program review is the Associate in Applied Science Degree in Accounting (AAS 0021) with its embedded or “stackable) Accounting Certificate Program (B90). The Accounting Certificate Program consists of seven first-year and second-year accounting courses for a total of twenty-five semester hours within the sixty-five semester hour Associate in Applied Science Degree Program in Accounting.]

A.A.S. degree	Current Stackable Certificates
AAS 0021	Accounting Certificate (B90)

15. **CTE ONLY!** Is it possible to stack additional certificates underneath existing A.A.S. degree(s) of each program so that students have the opportunity to complete a certification as they advance in their classwork toward that A.A.S. degree? Consult with the Academic Vice-President and then list the degree and potential certificates or indicate “none.” List all degrees even if no recommendations are given.

[This section of the program review also applies to Career and Technical Education (CTE) program areas to identify any future opportunities for additional embedded or “stackable” Certificates within the Associate in Applied Science Degree program. No future opportunities for additional embedded or “stackable” Certificates within the Associate in Applied Science Degree in Accounting Program (AAS 0021) exist at this time.]

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A.A.S. degree	Potential Stackable Certificates (give brief description with suggested existing course work that will be needed to complete certificate)
	None

→If applicable, include the plan to add certificates to the Operational Planning matrix.

16. Does an opportunity exist to create another certificate or degree similar to or within these programs (that have not been addressed above)? Consult with the Academic Vice-President and then list the degree and/or potential certificates or indicate “none.” Explain.

[This section of the program review asks whether an opportunity exists to create another certificate or degree similar to or within the Business Transfer Program (AS 0210), the Business Accounting Program (AS 0220), the Associate in Applied Science Degree Program in Accounting (AAS 021), or the Accounting Certificate Program (B90). No opportunities exist at this time to create additional certificates or degrees similar to these programs.]

Suggested Name	Degree or Certificate?	Brief explanation of opportunity (a more thorough study will be scheduled later)
None exist		

→If applicable, include the plan to add certificates or degrees to the Operational Planning matrix.

17. For each program with Gen Ed Common Core (GECC) requirements, describe the five-year trends pertaining to the number of GECC completions (Table 2, row g). If possible, explain the trend.

[This section of the program review will describe the five-year trends pertaining to the number of General Education Common Core (GECC) completions for the programs with General Education Common Core requirements. The programs with General Education Common Core requirements include only the Business Transfer Program (AS 0210) and the Business Transfer Accounting Program (AS 0220).

For the Business Transfer Program (AS 0210), the data reveals: (a) 37 GECC completions in FY 2009, or 17% completions; (b) 22 GECC completions in FY 2010, or 10% completions; (c) 17 GECC completions in FY 2011, or 10% completions; (d) 5 GECC completions in FY 2012, or 4% completions; and (e) 9 GECC completions in FY 2013, or 6% completions. Over the five-year period FY 2009 through FY 2013, the total number of GECC completions was 90 completions, or 10% completions. Beginning with FY 2010, the number of GECC completions started to decrease by 7%, however this rate maintained a steady pattern of GECC completions for FY 2010 and FY 2011. For FY 2012, the rate of GECC completions decreased again by 6%, after which it increased by 2% for FY 2013. Since the five-year average mean of GECC completions for this program is 10%, the data acknowledges some evidence of moderate dispersion about the mean throughout the five-year period.

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For the Business Transfer Accounting Program (AS 0220), the data discloses: (a) 0 GECC completions in FY 2009, or 0% completions; (b) 1 GECC completion in FY 2010, or 9% completions; (c) 3 GECC completions in FY 2011, or 13% completions; (d) 6 GECC completions in FY 2012, or 18% completions; and (e) 0 GECC completions in FY 2013, or 0% completions. Over the five-year period FY 2009 through FY 2013, total number of GECC completions was 10 completions, or 9% completions. Beginning with FY 2010, the number of GECC completions rose steadily from a 9% completion in that year to a 13% completion in the next year. This trend continued into FY 2012 with an 18% completion, however dropped to 0% completion in FY 2013. A greater amount of dispersion exists within the Business Transfer Accounting Program (AS 0220) as compared to the Business Transfer Program (0210) with respect to the number of GECC completions.]

18. Using data **Tables 6A & 6B**, compare the GECC completions for each ethnic group/gender (**6B, row e**) to the college average (**6A, row e**). Do any obvious anomalies exist?

[This section of the program review will compare the General Education Common Core (GECC) completions for each ethnic group/gender with the College average. The ethnic groups identified include Caucasian, Hispanic, Black, and Asian.

For the College averages, the ethnic group data divulges: (a) 154 GECC completions over the five-year period, or 2%; (b) 136 GECC completions for Caucasians, or 2%; (c) 14 GECC completions for Hispanics, or 2%; (d) 2 GECC completions for Blacks, or .9%; and (e) 1 GECC completion for Asians, or 2%.

For the College averages, the gender data highlights: (a) 66 male GECC completions, or 1% and (b) 88 female GECC completions, or 3%.

For the Business Transfer Program (AS 0210), the ethnic group data illustrates: (a) 18 GECC completions over the five-year period, or 5%; (b) 15 GECC completions for Caucasians, or 5%; (c) 1 GECC completion for Hispanics, or 3%; (d) .4 completions for Blacks, or 1%; and (e) .6 completions for Asians, or 9%. For the Business Transfer Program (AS 0210), the gender data highlights: (a) 11 male GECC completions, or 5% and (b) 7% female completions, or 4%.

A comparison of GECC completions for the College averages and the GECC completions for the Business Transfer Program (AS 0210) reveals the following: (a) A higher overall number of five-year GECC completions exist in the Business Transfer Program as compared to the College average GECC completions; (b) A higher number of Caucasian GECC completions exist in the Business Transfer Program as compared to the College average GECC completions; (c) A higher number of Hispanic GECC completions exist in the Business Transfer Program as compared to the College average GECC completions; (d) A larger number of Black GECC completions exist in the Business Transfer Program as compared to the College average GECC completions; (e) A significant number of higher Asian GECC completions exist in the Business Transfer Program as compared to the College average GECC completions; (f) A significant number of higher male GECC completions exist in the Business Transfer Program as compared to the College average GECC completions; and (g) A larger number of female GECC completions exist in the Business Transfer Program as compared to the College average GECC completions. Other than these findings, no apparent anomalies exist.

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For the Business Accounting Transfer Program (AS 0220), the ethnic group data acknowledges: (a) 2 GECC completions over the five-year period or .5%; (b) 2 GECC completions for Caucasians, or .6%; (c) .2 Hispanic GECC completions, or .5%; (d) 0 Black GECC completions, or 0%; and (e) 0 Asian GECC completions, or 0%. For the College averages, the gender data discloses: (a) 2 male GECC completions, or .9% and (b) .4 female GECC completions, or .2%. A comparison of the Business Accounting Transfer Program (AS 0220) GECC completions with the overall College completions indicates lower number of GECC completions in all ethnic and gender categories. This finding appears to occur due to the smaller numbers or quantities of students identified according to ethnicity and gender as GECC completers in the Business Accounting Transfer Program. Other than these findings, no apparent anomalies exist.

Almost no GECC completions are identified in the Associate in Applied Science Accounting Program (AAS 0021) and no GECC completions are identified in the Accounting Certificate Program (B90). Both of these programs represent occupational or vocational education programs and are not intended to transfer to senior institutions.]

Transferability (Strategic Objective 6.2)

**Transfer programs only, skip if program is an A.A.S. or certificate*

19. For each program, *describe* the five-year trends pertaining to the number of transfer students (**Table 2, row h**). If possible, explain the trend.

[This section of the program review will describe the five-year trends pertaining to the number of transfer students in both the Business Transfer Program (AS 0210) and the Business Accounting Transfer Program. For the Business Transfer Program (AS 0210), the data pertaining to transfer students divulges the following: (a) 41 students in FY 2009, (b) 24 students in FY 2010, (c) 17 students in FY 2011, (d) 8 students in FY 2012, and (e) 2 students in FY 2013. The five-year total indicates 92 transfer students. The trend over the five-year period pertaining to transfer students in the Business Transfer Program reveals the number of transfer students decreasing.

For the Business Accounting Transfer Program (AS 0220), the data pertaining to transfer students discloses the following: (a) 4 students in FY 2009, (b) 2 students in FY 2010, (c) 3 students in FY 2011, (d) 3 students in FY 2012 and (e) 0 students in FY 2013. The trend over the five-year period pertaining to transfer students in the Business Accounting Transfer Program reveals the number of transfer students remaining steady to decreasing.]

20. Using data tables 6A & 6B, compare the number of transfer students (**6B, row f**) in the program to the college average for each ethnic group/gender (**6A, row f**). Do any obvious anomalies exist?

[This section of the program review compares the number of transfer students in the Business Transfer Program (AS 0210) and the Business Accounting Transfer Program (AS 0220) to the College average for each ethnic group and gender.

For the College averages related to ethnicity over the five-year period, the data acknowledges the following: (a) 289 students, or 4% were identified as transfer students; (b) 249 Caucasian students, or 4% were identified as transfer students; (c) 22 Hispanic students, or 4% were identified as

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transfer students; (d) 10 Black students, or 5% were identified as transfer students; (e) 3 Asian students, or 4% were identified as transfer students. For the College averages related to gender over the five-year period, the data admits the following: (a) 128 male students, or 3% were identified as transfer students and (b) 161 female students, or 5% were identified as transfer students.

For the Business Transfer Program (AS 0210), the data related to ethnicity over the five-year period uncovers the following: (a) 18 students, or 5% were identified as transfer students; (b) 16 Caucasian students, or 5% were identified as transfer students; (c) 1 Hispanic student, or 3% were identified as transfer students; (d) .4 Black students, or 4% were identified as transfer students; and (e) .4 Asian students, or 7% were identified as transfer students. For the Business Transfer Program (AS 0210), the data related to gender acknowledges the following: (a) 11 students, or 5% were identified as transfer students and (b) 7 students, or 4% were identified as transfer students. The number of Business Transfer Program (AS 0210) transfer students generally appear to coincide with the College averages as a whole with respect to ethnicity and gender.

For the Business Accounting Transfer Program (AS 0220), an anomaly appears to exist. This Business Accounting Transfer Program (AS 0220), although retaining a separate identification number, represents a parallel course of study to the Business Transfer Program (AS 0210). Both programs represent transfer business majors. The transfer accounting major is a subset of the business transfer majors of accounting, business administration, finance, marketing, management, business education and computer information systems. The transfer accounting major is identified and distinguished separately as compared to the other related business majors. None of the other related transfer business majors are identified and distinguished separately by a separate or distinct identification number. Therefore, both programs (AS 0210 and AS 0220) consist of transfer students pursuing similar related business majors.

The Business Accounting Transfer Program (AS 0220) five-year data discloses a mean of two transfer students. The Business Accounting Transfer Program (AS 0220) ethnicity data reveals the following: (a) 2 Caucasian transfer students, (b) 0 Hispanic students, (c) 0 Black students, and (d) 0 Asian students. This data is inconsistent with student introductory classroom declarations at the beginning of classes.

The Business Accounting Transfer Program (AS 0220) gender data divulges the following: (a) 1 male transfer student and (b) .8 female transfer students. Again, this data is inconsistent with student introductory classroom declarations at the beginning of classes.]

21. Describe what was already done by the area to increase the number of transfer students from the program?

[This section of the program review will describe past efforts by the area to increase the number of transfer students from the Business Transfer Program (AS 0210) and the Business Accounting Transfer Program (AS 0220).

Past efforts to increase the number of transfer students from the Business Transfer Program (AS 0210) and the Business Accounting Transfer Program (AS 0220) have included the following: (a) printed additional brochures describing each program and placing them in strategic areas around the campus; (b) provided a table staffed by program instructor(s) in the mall areas on College nights; (c) collaborated with admissions and records staff to promote the programs as they visited various area

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secondary schools; (d) developed a course scheduling format to enable students to take multiple program classes each semester consecutively in a single day; (e) upgraded a course scheduling format to enable students to schedule classes each semester on a Monday/Wednesday interval or on a Tuesday/Thursday interval, thereby eliminating Friday classes; (f) developed multiple types of learning environments for program classes each semester such as face-to-face classes, online classes, and hybrid classes; (g) offered multiple sections of first-year program classes each semester to attract the maximum number of program transfer students; (h) provided consistent, timely, and sequential program class offerings each semester in a highly coordinated academic model; and (i) delivered outstanding, exceptional, and consistent classroom, online, and hybrid instructional dialogs, efforts, procedures, and models to enhance and maximize the learning environments for program transfer students.]

22. Describe what will be done by the area to increase the number of transfer students from the program. Contact the Academic VP for additional ideas.

[This section of the program review describes future efforts to increase the number of transfer students in the Business Transfer Program (AS 0210) and the Business Transfer Accounting Program (AS 0220). Future efforts to increase the number of transfer students in the Business Transfer Program (AS 0210) and the Business Transfer Accounting Program (AS 0220) include the consistent and timely continuation of the past efforts described in Question 21.]

→**Include the transferability plan within the Operational Planning matrix.**

23. For each program (if applicable), *describe* the five-year trends pertaining to the number of bachelor degree completions (Table 2, row i, row h may be used as a reference). If possible, explain the trend.

[This section of the program review describes the five-year trends pertaining to the number of bachelor degree completions. For the Business Transfer Program (AS 0210), the data indicates the number of transfer students who completed bachelor's degrees represents: (a) 21 students in FY 2009, (b) 11 students in FY 2010, and (c) 2 students in FY 2011. No data was available for transfer students completing bachelor degrees in FY 2012 and FY 2013. Over the five-year period, 34 students in the Business Transfer Program (AS 0210) eventually earned a bachelor's degree. A reliable or valid trend related to the number of transfer students in the Business Transfer Program (AS 0210) who completed bachelor's degrees is unable to be observed since a significant amount of the data is missing.

For the Business Accounting Transfer Program (AS 0220), the data does not appear to be consistent with faculty data regarding the number of transfer students who completed bachelor's degrees. Over the five-year period and in past periods, Business Accounting Transfer Program (AS 0220) transfer students have contacted the full-time program faculty to inform them of their success in either graduating with a bachelor's degree in accounting or passing the Uniform CPA, CMA, or CIA Examinations. The Business Accounting Transfer Program (AS 0220) full-time program faculty have been contacted regarding these successful academic accomplishments of the transfer students and firmly believe the following: (a) A great number more than one transfer student completed a bachelor's degree in FY 2009; (b) A great number more than one transfer student completed a bachelor's degree in FY 2010; (c) A great number more than zero transfer students completed a bachelor's degree in FY 2011; and (d) a great number more than two transfer students completed a bachelor's degree over the five-year period FY 2009 through FY 2013. In addition, a valid or

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reliable trend related to the number of transfer students in the Business Accounting Transfer Program (AS 0220) who completed bachelor's degrees is unable to be observed since a significant amount of the data is missing and is inconsistent with transfer student contact with full-time program faculty regarding their academic success in completing their bachelor's degree and professional certification requirements.]

24. ICCB expects the college to maintain current articulation agreements for all 1.1 transfer courses. Use the following link to create a master table that shows the current articulation agreements for the program's courses. <http://www.svcc.edu/students/equivale.pdf>

SVCC course	List the universities the class articulates with
ACC 101	BUS 2101-EIU, ACC 131-ISU, ACCY 206-NIU, ACCT 220, ISAT 120*-SIUC, ACCY 1- UIUC, ACCT 201-WIU
ACC 102	BUS 2102-EIU, ACC 132-ISU, ACCY 207-NIU, ACCT 230, ISAT 220-SIUC, ACCY1 -UIUC,ACCT 202-WIU
ACC 101+ 102	ACC 2100-EIU, ACCY 201+ 202-UIUC
ACC 201	ACC EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL,ISAT 220-SIUC, GEN EL
ACC 202	ACC EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC,NC-UIUC, GEN EL-WIU
ACC 203	ACC EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, ACCY 2 -UIUC, GEN EL- WIU
ACC 204	ACC EL-EIU, EL NON-MAJOR- ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
ACC 205	ACC EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, ACCT EL-WIU
ACC 207	ACC EL-EIU, EL NON MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
BUS 103	CTE 1420-ISU, BUS 100-ISU, MGMT 101-NIU, MGMT 170-SIUC, BUS 1 -UIUC, IS EL- WIU
BUS 104	BUS EL-EIU, EL NON-MAJOR-ISU, FINA 115-NIU, GEN EL-SIUC, ACE 240-UIUC, BUS EL-WIU
BUS 105	MAR EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
BUS 107	MIS EL-EIU, BTE 140-ISU, EL-NIU, IMS 103-SIUC, NC-UIUC, IS EL-WIU
BUS 112	BUS EL- EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, COMM 343 (LL)-WIU
BUS 119	BUS EL-EIU, EL NON-MAJOR-ISU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
BUS 205	MGT EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
BUS 206	MGT EL-EIU, EL NON-MAJOR-ISU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
BUS 208	MGT EL-EIU, EL NON-MAJOR-ISU, FIN 208, IST 208-SIUC, BADM 301-UIUC, B L 431(LL)-WIU

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BUS 208+ 209	BADM 1_-UIUC
BUS 209	MGT EL-EIU, EL NON-MAJOR-ISU, IST 208, OSS 209-SIUC, BADM 1_-UIUC, B L 432 (LL)-WIU
BUS 210	MAR EL-EIU, EL NON-MAJOR-ISU, EL- NIU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
BUS 211	BUS EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
BUS 213	MAR EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
BUS 214	BUS 2810-EIU, ECON 138/MQM 100 (S)-ISU, UBUS 223-NIU, ECON 308MATH 113/ACCT 208/MGMT 208-SIUC, ECON 1__-UIUC, DS 203-WIU
BUS 216	BUS EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, GEN EL- WIU
BUS 218	BUS EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, BUS EL-WIU
BUS 222	BUS 270-EIU, FIL 185-ISU, MGMT 217-NIU, FIN 270, IST 208-SIUC, BADM 2_-UIUC, B L 230-WIU
BUS 237	BUS EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, PHL 105-UIUC, BUS EL-WIU
BUS 240	BUS EL-EIU, EL NON-MAJOR-ISU, NC-NIU, GEN EL-SIUC, NC-UIUC, BUS EL-WIU
BUS 270	BUS EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
BUS 271 (1)	BUS EL-EIU, EL NON-MAJOR-ISU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU

This table will also become part of the required ICCB form found at the end of this document.

25. List any courses below that do not transfer to at least four universities. For any such course, contact the SVCC’s transfer coordinator to determine if a transfer agreement can be agreed upon to “fix” the deficiency. Indicate “none” if there are no transfer problems.

None

→If applicable, include the transferability plan within the Operational Planning matrix.

26. Describe other *recurring* problems related to IAI approved courses transferring to universities and what needs to be corrected in order to obtain resolution, **OR** if there were not any *recurring* problems, indicate “None.”

[This section of the program review describes any other recurring problems related to the Illinois Articulation Initiative (IAI) approved program courses not transferring to universities and the suggested methods and strategies to solve the non-transferability problems. For the Business Transfer Program (AS 0210) and the Business Accounting Transfer Program (AS 0220), no other recurring problems related to IAI approved courses transferring to universities has been observed.]

→If applicable, add the plan to the Operational Planning matrix.

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27. Explain any possible changes in transfer requirements or content that may be *imposed* on each program during the next five years, **OR** indicate “None.” Include a solution to the problem.

[This section of the program review identifies any possible changes in transfer requirements or content that may be imposed on each program during the next five years. For the Business Transfer Program (AS 0210) and the Business Accounting Transfer Program (AS 0220), no possible changes in transfer requirements or content which may be imposed on each program during the next five years was identified.]

→If applicable, add the plan to the Operational Plan matrix.

Catalog/Brochures

Systematic efforts by the program aimed at attracting students to the program and increasing the numbers of declared majors.

28. Access the college catalog at <http://catalog.svcc.edu/>. Is the information about each degree and certificate being reviewed within the SVCC catalog up-to-date (be sure to review course descriptions too)? Describe all discrepancies or indicate “up-to-date.”

[This section of the program review describes the information related to the programs in general in the College catalog. The programs are reviewed within the College catalog to assess whether the information about each degree, certificate, and course description is current and up-to-date. A review of the Business Transfer Program (AS 0210), the Business Accounting Transfer Program (AS 0220), the Associate in Applied Science in Accounting Program (AAS 0021), and the Accounting Certificate Program (B90) in the current online College catalog acknowledges that the information relative to each of the programs’ degree requirements, certificate requirements, and course descriptions is current and up-to-date.]

→If applicable, add the catalog update plan to the Operational Planning matrix.

29. SVCC recruiters may use brochures as a way to market your program. Does the program or individual degrees/certificates have a brochure? If a brochure already exists, is it up-to-date? (Contact the marketing department if you are unsure.)

[This section of the program review evaluates any program-related printed brochures which might be available to College recruiters to market the programs. The Business Transfer Program (AS 0210), the Business Accounting Transfer Program (AS 0220), the Associate in Applied Science Accounting Program (AAS 0021), and the Accounting Certificate Program (B90) all have printed brochures. These program brochures were analyzed and found to be current and up-to-date.]

→If applicable, add the plan to update or create program brochures to the Operational Planning matrix.

CTE ONLY! Occupational Demand

Strategic Objective 2.4

30. Occupational Wages- LOCAL data: Use data from the *IDES (Illinois Department of Employment Security)* to answer the following question. Use this link to go to the IDES webpage for occupational wages: <http://www.ides.illinois.gov/page.aspx?item=913>

Once at the appropriate webpage, locate the section Economic Development Region Occupational Wages (PDF & Excel). Use Economic Development Region 6. Indicate Excel spreadsheet. Once the spreadsheet is loaded, click cursor over occupations. Find DATA in menu bar and sort A to Z. If

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possible, find multiple examples of occupational entry wages for each CTE program. List them below. Supply relevant examples.

CTE Program	Occupation within CTE Program	Entry Wage
	Office Clerks, General	\$9.19 per hour
	Sales Representatives	\$11.10 per hour
	Office and Administrative Support	\$9.72 per hour
	Loan Officers	\$15.15
	Account Clerks	\$11.52
	Public Accountants	\$17.05
		\$
		\$

31. Occupational Outlook—LOCAL data: Use the data from the *IDES* to answer the following question. Use this link to go to the IDES webpage for employment outlook:
<http://www.ides.illinois.gov/page.aspx?item=911>

Once at the appropriate webpage, locate the Local Workforce Area, Long Term section. Select region 6. Choose Excel. Once the spreadsheet is loaded, click cursor over occupations. Find DATA in menu bar and sort A to Z. Determine the employment outlook for the same occupations chosen above. List them in the table below. Supply relevant examples.

CTE Program	Occupation within CTE Program	# of jobs: 10 year long range forecast (use +/- to indicate growth or decline)	% projected change: 10 year long range forecast (use + or -)
	Office Clerks, General	1825	+13.57
	Sales Representatives, wholesale	1778	+14.8
	Office and Administrative Support	3670	+11.58
	Loan Officers	365	+30.4%
	Account Clerks	1684	+12%
	Public Accountants	986	+17.66%

32. Occupational Wages & Outlook- NATIONAL data: Use data from the U.S. Bureau of Labor Statistics to answer the following questions. Use this link: <http://www.bls.gov/ooh/home.htm>
 Select occupational group and determine entry level education. Then select occupation and answer median wage and job outlook question. List them below. Supply relevant examples.

CTE Program	Occupation Within CTE Program	Entry Level Education	Median Wage (\$ per hour)	“Job Outlook” or % projected growth (use +/-)
	Office Clerk	HS, certificate or AAS	\$12.79	+17%
	Sales Representative	HS, certificate or	\$27.22	+16%

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	Wholesale	AAS		
	Office and Administrative	HS, certificate or AAS	\$16.66	+12%
	Loan Officers	HS, certificate or AAS	\$27.16	+14%
	Account Clerks	HS, certificate or AAS	\$16.21	+11%
	Public Accountants	AAS and/or BS	\$29.66	+16%
			\$	
			\$	

33. Summarize the information from the three tables above (local wages and long range jobs forecast & National wages and long range job forecast) and predict the future need for the programs under review.

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34. In the area’s judgment, is the program producing graduates that are employable and earning a fair wage for the amount of education they require? Differentiate between local and statewide data.

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PROGRAM FINANCES & COST EFFECTIVENESS

(Strategic Objective 3.1, 3.2, & 3.3)

35. Using data **Table 3A (rows a-r)**, has the program(s) stayed within the allocated budget the last five years? Has the allocated budget been adequate for the needs of the program?

[This section of the program review will determine if the programs have functioned within the allocated budget within the five-year period. For purposes of program expenses, the programs of Business Transfer (AS 0210), Business Accounting Transfer (AS 0220), Associate in Applied Science in Accounting (AAS 0021), and Accounting Certificate (B90) have been combined into a single cost center. This question identifies the program expenses related to: (a) consultants, (b) instructional supplies, and (c) publications and dues.

For the programs under review, the data reveals the following: (a) for FY 2009, the programs were over budget by \$292, or 11%; (b) for FY 2010, the programs were over budget by \$4, or 0%; (c) for FY 2011, the programs were under budget by \$345, or 16%; (d) for FY 2012, the programs were over budget by \$219, or 11%; and (e) for FY 2013, the programs were under budget by \$1,164, or 53%. Over the five-year period, the programs were under budget by \$994, or 9%.

The data acknowledges that the programs under review have functioned effectively and have remained within budgetary parameters within the five-year review period. The allocated budget relative to consultants, instructional supplies, and publications and dues appear to be satisfactory to sustain these programs.]

→If the program’s budget needs to be adjusted, add the plan to adjust the budget to the Operational Planning matrix.

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36. Using data **Table 3A & Table 3B (all rows)**, *describe* the overall five-year income and expense trends for each program.

[This section of the program review describes the overall five-year income and expense trends. For purposes of income and expense trends, the programs of Business Transfer (AS 0210), Business Accounting Transfer (AS 0220), Associate in Applied Science Accounting (AAS 0021), and Accounting Certificate (B90) have been combined into a single cost center and a single revenue center. The matching of the combined single cost center and the combined single revenue center will therefore determine any net income or net loss.

Although the data from Tables 3A and 3B employ the language “net income” and “deficit,” a more proper terminology relating to governmental and not-for-profit institutions, such as public colleges and universities, would be to label the “net income” as “operating income” and to label “deficit” as “operating loss.” In the analysis of this question, the terms “operating income” and “operating loss” will be employed.

For FY 2009, the programs earned revenues of \$276,415 and incurred expenses of \$281,892, resulting in an operating loss of \$ 5,476. For FY 2010, the programs earned revenues of \$315,471 and incurred expenses of \$303,262, resulting in an operating income of \$12,208. For FY 2011, the programs earned revenues of \$326,306 and incurred expenses of \$307,958, resulting in an operating income of \$18,348. For FY 2012, the programs earned revenues of \$328,275 and incurred expenses of \$222,970, resulting in an operating income of \$105,305. For FY 2013, the programs earned revenues of \$303,873 and incurred expenses of \$214,143, resulting in an operating income of \$89,730. Over the five-year period, the programs earned total revenues of \$1,550,339 and incurred expenses of \$1,330,224, resulting in an operating income of \$220,115.

Over the five-year period, the programs earn large amounts of revenues for the College and contribute a margin \$220,115 to the overall operating income of the College. The programs generate very large amounts of revenues and incur relative fewer amounts of expenses, resulting in very high levels of contribution margin to the overall operating income of the College as a whole.]

37. *Describe* what your area did during the previous five years to improve the program’s financial viability.

[This section of the program review will describe the past contributions of the programs’ area faculty designed to improve the program’s financial viability. Over the past five-year period, the related programs of Business Transfer (AS 0210), Business Accounting Transfer (AS 0220), Associate in Applied Science Accounting (AAS 0021), and Accounting Certificate (B90) have engaged in the following strategies designated to either maintain or improve their financial viability: (a) rescheduled program classes into the Monday/Wednesday interval or the Tuesday/Thursday interval, thereby eliminating Friday classes; (b) rescheduled program classes into consistent, timely, and consecutive offerings within a single day or days within each semester in a highly coordinated academic model; (c) offered classes in multiple learning environments of face-to-face, online, and hybrid learning styles; (d) offered multiple, consecutive classes in the evening schedule each semester; (e) provided full-time faculty to teach the multiple, consecutive classes in both the day and the evening schedule each semester; and (f) monitored program budgets very closely.]

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38. Describe what your area will do over the next five years to improve the financial viability of the program.

[This section of the program review will describe the future contributions of the programs' area faculty designed to improve the programs' financial viability. These strategies will pertain to the combined programs of Business Transfer (AS 0210), Business Accounting Transfer (AS 0220), Associate in Applied Science Accounting (AAS 0021), and Accounting Certificate (B90). Over the next five years, the programs' area faculty will continue to pursue the strategies identified in Question 37 to maintain and improve the financial viability of the programs. One factor enters into these strategies at this point in time: the program' three full-time faculty members will be retiring within the next five years. This factor will be addressed in a future Question or Questions.]

→Add the financial viability plan to the Operational Planning matrix.

PROGRAM QUALITY

CTE ONLY! Accreditation, Certification and Licensure/Competency Exams (Strategic Objective 1.1)

39. Is the program accredited or approved by an outside agency (besides the Higher Learning Commission (HLC))? If yes, indicate the date of the last evaluation and the outcome of that evaluation. If the program is not evaluated by an outside agency, indicate "none."

[This section of the program review will describe accreditation, certification, licensure, and competency examinations relating to the programs under review. The Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Program (AAS 021), and Accounting Certificate Program (B90) are not accredited or approved by an outside agency or organization other than the Higher Learning Commission (HLC). The issues related to certification, licensure and competency examinations do not apply to these programs.

Date of last evaluation	Describe the outcome (in general)
N/A	

40. If there were any issues uncovered by the evaluation agency, describe them and how the issues were corrected or indicate "none".

[This section of the program review describes any issues uncovered by any evaluation agencies or organizations related to the programs under review. Since the Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 021), and the Accounting Certificate Program (B90) are not affected by accreditation by an outside organization or agency (other than the HLC), no issues were uncovered by other accrediting agencies or organizations.]

Issue	Corrective Action
None	

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41. Does your program provide any industry recognized certifications? If yes, list each certification or indicate “none.”

[This section of the program review describes the existence of any industry-recognized certifications within the programs under review. The Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Program (AAS 021), and the Accounting Certificate Program (B90) do not offer any industry-recognized certifications.]

CTE Program	Certification
None	

42. Do the graduates of this program undergo a separate licensure or competency exam? If yes, list the exam and the success rates of the program’s students for the last five years. If applicable, list a comparison group pass rate.

[This section of the program review identifies the graduates which undergo a separate licensure or competency examination and lists such examinations and the success rates for the past five years. The Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science in Accounting Program (AAS 021), and the Accounting Certificate Program (B90) do not have graduates which challenge a separate licensure or competency examination.]

Fiscal Year	Name of Exam	SVCC student pass rate (%)	Reference student pass rate (%)* *Describe comparison group
	N/A		

Faculty
(Strategic Objectives 1.1)

43. Using **Table 1A & 1B (rows b-q)** describe the proportion of full-time, part-time, and dual credit instructors for each program and each class within the program (if different than the program averages). Identify which classes, if any, that are primarily taught by part-time faculty (exclude dual credit instructors from this analysis).

[This section of the program review describes the proportion of full-time, part-time, and dual credit instructors for each program and for each class within the program. This section additionally highlights and identifies any classes taught primarily by part-time faculty. Dual credit instructors

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are excluded from this additional analysis.

The Business Transfer Program (AS 0210) is analyzed first and will identify the number of sections (classes) taught by full-time instructors. In FY 2009, two full-time instructors taught nine sections of classes. In FY 2010, two full-time instructors taught nine sections of classes. For FY 2011, two full-time instructors taught eight sections of classes. For FY 2012, two full-time instructors taught nine sections of classes. In FY 2013, three full-time instructors taught fifteen sections of classes. Over the five-year period, FY 2009 through FY 2013, two to three full-time instructors taught a total of fifty sections of classes.

The Business Transfer Program (AS 0210) will identify the number of sections (classes) taught by part-time instructors. For FY 2009, six part-time instructors taught twenty-two sections of classes. For FY 2010, three part-time instructors taught nineteen sections of classes. For FY 2011, five part-time instructors taught nineteen sections of classes. For FY 2012, six part-time instructors taught seventeen sections of classes. For FY 2013, five part-time instructors taught thirteen sections of classes. Over the five-year period, FY 2009 through FY 2013, three to six part-time instructors taught a total of ninety sections of classes.

The Business Transfer Program (AS 0210) will identify the number of sections taught by dual credit instructors. For the five-year period, FY 2009 through FY 2013, no dual credit instructors taught any sections of classes.

The Business Transfer Program (AS 0210) will identify the percentages of full-time instructors and the percentages of part-time instructors for each year within the five-year period FY 2009 through FY 2013. For FY 2009, 25% of the faculty consisted of full-time faculty and 75% of the faculty consisted of part-time faculty. For FY 2010, 40% of the faculty consisted of full-time faculty and 60% of the faculty consisted of part-time faculty. For FY 2011, 29% of the faculty consisted of full-time faculty and 71% of the faculty consisted of part-time faculty. For FY 2012, 25% of the faculty consisted of full-time faculty and 75% of the faculty consisted of part-time faculty. For FY 2013, 38% of the faculty consisted of full-time faculty and 62% of the faculty consisted of part-time faculty. Over the five-year period FY 2009 through FY 2012, 31% of the faculty consisted of full-time faculty and 69% of the faculty consisted of part-time faculty.

The Business Accounting Transfer Program (AS 0220) is analyzed second and will identify the number of sections (classes) taught by full-time instructors. For FY 2009, two full-time instructors taught nine sections of classes. For FY 2010, two full-time instructors taught nine sections of classes. For FY 2011, two full-time instructors taught eight sections of classes. For FY 2012, two full-time instructors taught nine sections of classes. For FY 2013, three full-time instructors taught fifteen sections of classes. Over the five-year period, FY 2009 through FY 2013, two to three full-time instructors taught a total of fifty sections of classes.

The Business Accounting Program (AS 0220) will identify the number of sections (classes) taught by part-time faculty. For FY 2009, six part-time instructors taught twenty-two sections of classes. For FY 2010, three part-time instructors taught nineteen sections of classes. For FY 2011, five part-time instructors taught nineteen sections of classes. For FY 2012, six part-time instructors taught seventeen sections of classes. For FY 2013, five part-time instructors taught thirteen sections of classes.

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The Business Accounting Program (AS 0220) will identify the number of sections taught by dual credit instructors. Over the five-year period, FY 2009 through FY 2013, no sections were taught by dual credit instructors.

The Business Accounting Transfer Program (AS 0220) will identify the percentages of full-time instructors and the percentages of part-time instructors for each year within the five-year period FY 2009 through FY 2013. For FY 2009, 8% of the faculty consisted of full-time faculty and 92% of the faculty consisted of part-time faculty. For FY 2010, 10% of the faculty consisted of full-time faculty and 90% of the faculty consisted of part-time faculty. For FY 2011, 10% of the faculty consisted of full-time faculty and 90% consisted of part-time faculty. For FY 2012, 11% of the faculty consisted of full-time faculty and 89% of the faculty consisted of part-time faculty. For FY 2013, 19% of the faculty consisted of full-time faculty and 81% of the faculty consisted of part-time faculty. Over the five-year period, FY 2009 through FY 2013, 12% of the faculty consisted of full-time faculty and 88% of the faculty consisted of part-time faculty.

The Associate in Applied Science Accounting Program (AS 0021) is analyzed third and will identify the number of sections (classes) taught by full-time instructors. For FY 2009, three full-time instructors taught forty sections of classes. For FY 2010, three full-time instructors taught forty-two sections of classes. For FY 2011, three full-time instructors taught forty-one sections of classes. For FY 2012, four full-time instructors taught thirty sections of classes. For FY 2013, five full-time instructors taught a total of thirty-four sections of classes. Over the five-year period, FY 2009 through FY 2013, three to five full-time instructors taught a total of one hundred eighty seven sections of classes.

The Associate in Applied Science Accounting Program (AS 0021) is analyzed and will identify the number of sections (classes) taught by part-time instructors. For FY 2009, four part-time instructors taught five sections of classes. For FY 2010, two part-time instructors taught three sections of classes. For FY 2011, four part-time instructors taught four sections of classes. For FY 2012, five part-time instructors taught twelve sections of classes. For FY 2013, four part-time instructors taught nine sections of classes. Over the five-year period, two to five part-time instructors taught a total of thirty-three sections of classes.

The Associate in Applied Science Accounting Program (AS 0021) is analyzed and will identify the number of sections (classes) taught by dual credit instructors. Over the five-year period, FY 2009 through FY 2013, no sections were taught by dual credit instructors.

The Associate in Applied Science Accounting Program (AS 0021) is analyzed and will identify the percentages of full-time instructors and the percentages of part-time instructors over the five-year period FY 2009 through FY 2013. For FY 2009, 38% of the faculty consisted of full-time faculty and 62% of the faculty consisted of part-time faculty. For FY 2010, 50% of the faculty consisted of full-time faculty and 50% of the faculty consisted of part-time faculty. For FY 2011, 43% of the faculty consisted of full-time faculty and 57% of the faculty consisted of part-time faculty. For FY 2012, 25% of the faculty consisted of full-time faculty and 75% of the faculty consisted of part-time faculty. For FY 2013, 36% of the faculty consisted of full-time faculty and 64% of the faculty consisted of part-time faculty. Over the five-year period, FY 2009 through FY 2013, 38% of the faculty consisted of full-time faculty and 62% of the faculty consisted of part-time faculty.

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Each class within the Business Transfer Program (AS 0210), the Business Accounting Transfer Program (AS 0220), and the Associate in Applied Science Program (AAS 0021) was analyzed relative to the number of sections taught by full-time instructors, the number of sections taught by part-time instructors, and the number of sections taught by dual credit instructors. This analysis revealed that no significant deviations or dispersion was detected in each class in each program from the means or averages of all the programs under review for the five-year period FY 2009 through FY 2013.]

44. Discuss any other staffing concerns not already mentioned above or indicate “none.”

[This section of the program review discusses any other staffing concerns related to Question #43. At this point in time, no other staffing concerns are identified related to Question #43.]

45. In a previous section, the need of the program was evaluated by examining the average class size. In this section, evaluate class size in the context of quality. Using **Tables 1 A & 1B**, examine the average class size for the program (**1A, row e**) and the average class size (for each class within the program) for all faculty (**1B, row e**), full-time faculty (**1B, row i**), part-time faculty (**1B, row m**), and dual credit instructors (**1B, row p**). Do any concerns exist?

[This section of the program review evaluates class size in the context of quality. The average class size for each of the programs is evaluated as well as the average class size for each class within each of the programs relative to full-time faculty, part-time faculty, and dual credit faculty. For the Business Transfer Program (AS 0210), the Business Accounting Transfer Program (AS 0220), the Associate in Applied Science Program (AAS 0021), and the Accounting Certificate Program (B90) the average (mean) class size enrollment is eighteen students with a standard deviation of five students. This indicates that the most typical class within these programs contains eighteen students which may vary by five students from a low of eleven students to a high of twenty students.

For each of the classes within each of the Business Transfer Program (AS 0210), Business Accounting Program (AS 0220), Associate in Applied Science Program (AAS 0021), and the Accounting Certificate Program (B90), the average (mean) class enrollment is twenty students with a standard deviation of seven students. This indicates that for each class in each of the programs, the typical class enrollment is twenty students which may vary from a low of thirteen students to a high of twenty-seven students.

In comparison of the average class size of each of the programs to the average class size of each class within each program, there appears to be a higher number (mean) of students in each of the classes within each of the programs (twenty students) relative to average class size of each program (eighteen students). In addition, there is a higher amount of dispersion (variability) (seven students) in each of the classes within each of the programs as compared to the average class size of each program (five students).]

46. If staffing changes are needed for this area within the next five years, please describe the needed changes, the rationale for the change, and the fiscal year needed OR indicate “none.” Indicate any planned retirements and staffing needs to replace the position currently held by the retiree.

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This section of the program review addresses any staffing changes which may be needed within the next five years. The Business Transfer Program (AS 0210), the Business Accounting Transfer Program (AS 0220), the Associate in Applied Science Program (AAS 0021), and the Accounting Certificate Program (B90) all will experience the retirements of three full-time faculty members within the next five years. Within the next five years, the programs will experience the retirements of the following full-time faculty: (a) Dr. D. H. Day, CPA, CDP, Professor of Accounting and Business; (b) Dr. M. L. Kidder, Professor of Business and Computer Information Systems; and (c) Mr. J. E. Nelson, CPA, Professor of Business and Economics. Two of these three full-time faculty members are doctoral faculty members. These anticipated retirements are in addition to the 2011 retirement of Mr. C. C. West, CPA, CMA, CFP, Professor of Accounting and Business.

Since Mr. West was not replaced with a full-time faculty member in Accounting and Business, there should be two full-time faculty members added to replace both Mr. West and Dr. Day respectfully. There should be one full-time faculty member to replace Dr. Kidder in Business and Computer Information Systems. There should be one full-time faculty member to replace Mr. Nelson in Business and Economics. In total, the Business Education Division recommends four full-time faculty members to replace ones already retired or those anticipating retirement within the next five years. The probability of any of these four full-time faculty members returning to the College to teach the business, accounting, computer information system, economics, or internship-related classes on a part-time basis is extremely low to nonexistent.

The College administration must be willing to commit the necessary financial resources needed to acquire four quality full-time faculty members for appointment in these programs. The salaries and benefits these four full-time faculty members will be in accordance with SVCC Faculty Association Contractual Agreement in place when the anticipated retirements occur. The failure on the part of the College administration to commit the necessary financial resources to acquire four full-time faculty members for these programs will undoubtedly forecast the deaths of each of these programs. This choice will be theirs and theirs alone.

FY needed	Name of Position	Describe why the area needs the new position or needs to update the present position. Give as much detail as necessary.	Estimated Salary and Benefits (\$) (contact the Director of HR for estimate)

→If applicable, add the proposed staffing changes to the Operational Planning matrix.

47. Describe the types and quality of communication between full-time faculty, adjunct faculty, and dual credit faculty in each area.

This section of the program review describes the types and quality of communications among the full-time faculty, adjunct faculty, and dual credit faculty. There is no dual credit faculty identified in any of the programs under review. Essential communication is required for the successful completion of the organizational activities necessary to achieve program objectives and goals. Communications among the full-time faculty and adjunct faculty consist of both written

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communication and oral communication. Communication among the full-time faculty and part-time faculty may be described as spontaneous, planned, courteous, helpful, respectful, and bi-directional.

48. Describe how the communication between full-time faculty, adjunct faculty, and dual credit faculty can be improved?

[This section of the program review describes how communication between full-time faculty, adjunct faculty, and dual credit faculty may be improved. There is no dual credit faculty identified in any of the programs under review. One key step to improved communication between full-time faculty and adjunct faculty is to combine both separate local bargaining units (IEA-NEA) into one single local bargaining unit (IEA-NEA). Currently, there are two separate SVCC Faculty Association bargaining units: one for full-time faculty members and one for part-time faculty members. The combination of a single local bargaining unit with separate divisions for full-time faculty and adjunct faculty is expected not only to enhance oral, written, formal, and informal communications between the full-time faculty and adjunct faculty but also is expected to increase local collective bargaining strength as well.]

→Add the faculty communication plan to the Operational Planning matrix.

Professional Development
(Strategic Objectives 1.1, 1.2)

49. List all full-time faculty and the professional development they have attended within the last five years (don't include in-service, faculty workshop days or Wednesday meetings, but other on-campus activities could be included). If a full-time faculty member has not participated in professional development within the last five years, still list the faculty name and place "none" in the description area.

This section of the program review will describe the professional development activities within the past five years of the full-time faculty members within the Business Education Division. Dr. D. H. Day, CPA, CDP, Professor of Accounting and Business engaged in various workshops, seminars, and conferences related to accountancy, business, public administration, and mortuary science and funeral service. Dr. M. L. Kidder, Professor of Business and Computer Information Systems participated in various workshops, seminars, and conferences related to business and computer information systems. Mr. J. E. Nelson, CPA, partook in various workshops, seminars, and conferences related to accountancy, business, and economics. Mr. C. C. West, CPA, CDP engaged in various workshops, seminars, and conferences related to accountancy and business.

Full-time faculty Name	Description of Professional Development Activities (list all activities for each faculty in one row)	Fiscal Year of Activity
Mary Ann Hurd	IBEA Conference	FY 2009
Mary Lou Kidder	ITERA Conference	FY 2013
Dennis Day	See above	
John Nelson	See above	

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50. List any professional development that part-time faculty have attended within the last five years (include all forms of PD including workshops and in-service) or indicate “none”. (Include ONLY those that have participated in professional development).

Part-time faculty Name	Description of Professional Development Activity	Fiscal Year of Activity
None that were recorded		

51. Will any area faculty/staff (including part-time employees) need any *required* professional development within the next 5 years? If yes, then summarize the specialized professional development, the fiscal year of anticipated need, and what employee will need to participate within the professional development.

This section of the program review will address whether any program area full-time faculty, part-time faculty, or staff will need any required professional development within the next five years. At this point, no program area full-time faculty, part-time faculty, or staff is anticipated to need any required professional development within the next five years.

Employee Name	Description of Anticipated Professional Development Activity and the reason it will be required.	Fiscal Year of Activity
None at this time		

→Add the required professional development, for each employee, to the Operational Planning matrix for the appropriate FY.

52. For each full-time faculty/staff, describe the anticipated professional development that he/she will participate in within the next 5 years (not already listed above)?

This section of the program review will identify the anticipated professional development for each of the area programs’ full-time faculty within the next five years. Although there is a high degree of probability that all three full-time Business Education faculty members will retire within the next five years (identified and addressed in Question 46), until those times occur, they will continue to engage in the following professional development: (a) Dr. D. H. Day, CPA, CDP, Professor of Accounting and Business, will continue to participate in various workshops, seminars, and conferences related to accountancy, business, public administration, and mortuary science and funeral service; (b) Dr. M. L.

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Kidder, Professor of Business and Computer Information Systems will continue to engage in various workshops, seminars, and conferences related to business and computer information systems; and (c) Mr. J. E. Nelson, CPA, will continue to engage in various workshops, seminars, and conferences related to accountancy, business, and economics.

Employee Name	Description of Anticipated Professional Development Activity	Fiscal Year of Activity

→Add the professional development plan to the Operational Planning matrix.

Program Persistence
(Strategic Objectives 2.1)

53. Using data **Table 4A (row d)**, describe the persistence rate for the program and course persistence trends by instructor type.

This section of the program review will describe the persistence rate (A – D grades and the P grade) for the programs and the course persistence trends by instructor type (full-time faculty, part-time faculty, and dual credit faculty). Over the five-year period, FY 2009 through FY 2013, the Transfer Business Program (AS 0210) generated the following categories of persistence rates: (a) full-time faculty- 81%; and (b) part-time faculty-71%. The persistence rate for all categories of instruction was 76%. No dual credit instructors were among the faculty over the five-year period. Full-time faculty originated a persistence rate well above the average persistence rate over the five-year period whereas part-time faculty originated a persistence rate somewhat below the average persistence rate over the five-year period.

Over the five-year period, FY 2009 through FY 2013, the Business Transfer Accounting Program (AS 0220) created the following categories of persistence rates: (a) full-time faculty- 81%; and (b) part-time faculty- 71%. The persistence rate for all categories of instruction was 76%. No dual credit instructors were among the faculty over the five-year period. Full-time faculty originated a persistence rate well above the average persistence rate over the five-year period whereas part-time faculty originated a persistence rate somewhat below the average persistence rate over the five-year period.

The data reveals that persistence rates were identical for both the Business Transfer Program (AS 0210) and the Business Accounting Transfer Program (AS 0220) over the five-year period.

Over the five-year period, FY 2009 through FY 2013, the Associate in Applied Science Program (AAS 0021) generated the following categories of persistence rates: (a) full-time faculty- 80%; and (b) part-time faculty- 70%. The persistence rate for all categories of instruction was 79%. No dual credit instructors were among the faculty over the five-year period. Full-time faculty generated a

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persistence rate slightly above the persistence rate over the five-year period and part-time faculty generated a persistence rate somewhat below the persistence rate over the five year period.

Over the five-year period, FY 2009 through FY 2013, the Accounting Certificate Program (B90) generated the following categories of persistence rates: (a) full-time faculty- 76%; and (b) part-time faculty- 62%. The persistence rate for all categories of instruction was 74%. Full-time faculty originated a persistence rate slightly above of the persistence rate over the five-year period and part-time faculty originated a persistence rate somewhat below the persistence rate over the five-year period.]

54. Using data **Table 4A (row d)** and **Table 4B (row d)**, compare individual class persistence to the program persistence. If possible, explain any anomalies.

[This section of the program review compares the individual class persistence rates to the program persistence rates. With respect to the individual class persistence rates, the data reveals the following: (a) Full-time faculty generated individual class persistence rates about equal to or higher than the program persistence rates over the five-year period; and (b) Part-time faculty (when present in individual classes analyzed) generated individual class persistence rates about equal to or very slightly higher than the program persistence rates over the five-year period.

Anomalies do not appear to exist in the comparison.]

55. Using data **Tables 6A & 6B**, compare the persistence rate of each ethnic group (**6B, row g**) to the college average (**6A, row g**). Do any obvious anomalies exist?

[This section of the program review compares the College average persistence rates of each ethnic group to the average persistence rates of the College. Over the five-year period, FY 2009 through FY 2013, the overall College mean persistence rate was 83%. The overall College mean persistence rates for each ethnic group is as follows: (a) Caucasian, 84%; (b) Hispanic, 81%; (c) Black, 71%; (d) Asian, 85%; (e) Male, 85%; and (f) Female, 81%. Comparing the overall College mean persistence rate to the mean persistence rates for each ethnic group reveals that Caucasian, Asian, and Male ethnic group persistence rates slightly exceeded the overall College persistence rate whereas Hispanic, Black, and Female persistence rates did not exceed the overall College persistence rate.

For the Business Transfer Program (AS 0210), the five-year mean persistence rate was 76%. The Business Transfer Program mean persistence rates for each ethnic group is as follows: (a) Caucasian, 76%; (b) Hispanic, 72%; (c) Black, 67%; (d) Asian, 90%; (e) Male, 75%; and (f) Female, 77%. Comparing the overall Business Transfer Program mean persistence rate to the mean persistence rates for each ethnic group reveals that Asian and Female persistence rates exceeded the overall Business Transfer Program mean persistence rate whereas Hispanic, Black, and Male persistence rates did not exceed the overall Business Transfer Program mean persistence rate. The Caucasian persistence rate was equivalent to the overall Business Transfer Program persistence rate.

For the Business Accounting Transfer Program (AS 0220), the overall five-year mean persistence rate was 76%. The Business Accounting Transfer Program persistence rates for each ethnic group is as follows: (a) Caucasian, 76%; (b) Hispanic, 72%; (c) Black, 67%; (d) Asian, 90%, (e) Male, 75%; and (f) Female, 77%. Comparing the overall Business Accounting Transfer Program overall mean persistence rate to the persistence rates for each ethnic group reveals that Asian and Female mean

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persistence rates exceeded the overall mean Business Transfer Accounting Program persistence rate whereas Hispanic, Black, and Male mean persistence rates did not exceed the overall Business Accounting Transfer Program mean persistence rate. The Caucasian mean persistence rate was equivalent to the overall Business Accounting Transfer Program mean persistence rate (79%).

For both the Business Transfer Program (AS 0220) and the Business Accounting Transfer Program (AS 0220), the overall mean persistence rates are the same (76%) and the persistence rates for each ethnic group are also the same (Caucasian, 76%; Hispanic, 72%; Black, 67%; Asian, 90%; Male, 75%; and Female, 77%).

For the Associate in Applied Science Accounting Program (AAS 0021), the overall five year mean persistence rate was 79%. The Associate in Applied Science Accounting Program persistence rates for each ethnic group is as follows: (a) Caucasian, 79%; (b) Hispanic, 78%; (c) Black, 67%; (d) Asian, 93%; (e) Male, 75%; and (f) Female, 82%. Comparing the overall Associate in Applied Science Accounting mean persistence rate to the mean persistence rates for each ethnic group reveals that the Asian and Female mean persistence rates exceed the overall Associate in Applied Science Accounting Program mean persistence rate whereas Hispanic, Black, and Male mean persistence rates do not exceed the overall Associate in Applied Science Accounting Program mean persistence rate. The Caucasian mean persistence rate was equivalent to the overall Associate in Applied Science mean persistence rate (79%).

For the Accounting Certificate Program (B90), the overall five-year mean persistence rate was 73%. The Accounting Certificate Program mean persistence rates for each ethnic group is as follows: (a) Caucasian, 74%; (b) Hispanic, 68%; (c) Black, 75%; (d) Asian, 91%; (e) Male, 68%; and (f) Female, 79%. Comparing the overall Accounting Certificate Program mean persistence rate to the mean persistence rates for each ethnic group reveals that the Caucasian, Black, Asian, and Female mean persistence rates exceeded the overall Accounting Certificate Program mean persistence rate whereas the Hispanic and Male mean persistence rates did not exceed the overall Accounting Certificate Program mean persistence rate.

Comparing each ethnic group mean persistence rates with those overall persistence rates of the Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science in Accounting Program (AAS 0021), and Accounting Certificate Program (B90) reveals no apparent anomalies.]

56. *Describe* what the area has done to improve persistence trends since the last program review. *Indicate* how frequently each effort was conducted during the past five years.

[This section of the program review describes what strategies have been directed to improve persistence trends since the last program review. Over the past five-year period, the related programs of Business Transfer (AS 0210), Business Accounting Transfer (AS 0220), Associate in Applied Science in Accounting (AAS 0021), and Accounting Certificate Program (B90) have engaged in the following strategies designated to improve persistence trends: (a) rescheduled program classes into the Monday/Wednesday interval or the Tuesday/Thursday interval, thereby eliminating Friday classes; (b) rescheduled program classes into consistent, timely, and consecutive offerings within a single day or days within each semester in a highly coordinated academic model; (c) offered classes in multiple learning environments of face-to-face, online, and hybrid learning styles; (d) offered multiple, consecutive classes in the evening schedule each semester; (e) provided full-time faculty to teach the multiple, consecutive classes in both the day and the evening schedule

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each semester; and (f) monitored program budgets very closely and effectively.]

57. In the table below, list all courses within the program that have prerequisites. Determine class persistence on the data tables found in **Table 4B (row d)**—if the course prerequisite course is outside the program, just list the course and ignore the rate. Add the persistence rates to the table from the last fiscal year. If classes do not have prerequisites, indicate “none” in the table.

This section of the program review identifies the persistence rates of both program prerequisite courses and those program courses with prerequisites. For the Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Program (AAS 0021), and Accounting Certificate Program (B90), the data for this section of the program review is organized into the following table:

Prerequisite Course	Persistence Rate	Course with Prerequisite	Persistence Rate
ACC 101	62%	ACC 102	79%
ACC 102	79%	ACC 201	94%
ACC 201	94%	ACC 202	95%
ACC 102	79%	ACC 203	96%
ACC 101	62%	ACC 204	95%
ACC 102	79%	ACC 207	86%
MAT 220 or MAT 221	79% & 44%	BUS 214	100%
ACC 102	79%	ACC 205	98%
ACC 102	79%	ACC 207	86%

Are the persistence rates in the courses with prerequisites appropriate? If the persistence rates need to be addressed, what plan should be implemented to either investigate or make changes to the program or classes?

[A review of this table indicates that the persistence rates in those program courses with prerequisites are appropriate, fitting, and suitable to the Business Transfer Program, Business Accounting Transfer Program, Associate in Applied Science Program, and Accounting Certificate Program.]

58. Describe what the area will do to improve persistence trends in the entire program during the next five years.

[This section of the program review describes what the area will do to improve persistence trends in the entire program during the next five years. Question #58 is repetitive of Question #56. Please refer to the strategies, solutions, plans, and ideas addressed in Question #58 as a solution, answer, or requirement for this question.]

→Add the persistence plan (including any plan to address prerequisite classes) to the Operational Planning matrix.

Program Grade Distributions
(Strategic Objectives 1.1, 2.1 & 2.2)

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59. Using **Table 4A (rows e-k)**, describe the overall grade distributions for each program as a whole. In the area's opinion, are the grade distributions appropriate? If you choose, you can compare grade distributions of this program with other programs at the college by clicking on "persistence" at <http://www.svcc.edu/departments/irp/reporting/strategic-planning-dashboard.html>

[This section of the program review describes the overall grade distributions for each program as a whole. A review and analysis of the grade distributions for the Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting (AAS 0021), and the Accounting Certificate Program (B90) concludes that the overall grade distributions are appropriate, fitting, competent, and suitable to the programs and the College as a whole. No anomalies appear to exist in the grade distributions of the programs.]

60. Using **Tables 4A & 4B (e-k)**, do any class grade distributions differ considerably from the program grade distributions? If yes, explain the difference.

[This section of the program review describes the overall grade distributions for each class identified within each of the programs. A review and analysis of the grade distributions for each class (27 classes) identified within the Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Program (AAS 0021), and the Accounting Certificate Program concludes that the overall grade distributions are appropriate, fitting, competent, and suitable to the programs and the College as a whole. The grade distributions of the individual classes within each of the four programs do not materially differ from those of the four program grade distributions. No anomalies appear to exist in the grade distributions relative to each of the classes identified within each of the four programs.]

61. Using **Table 4A (rows e-k)**, compare the program grade distributions between full-time, part-time, and dual credit faculty. Are any concerns identified? What does the committee recommend to address the concerns?

[This section of the program review compares the grade distributions among the programs' full-time faculty, part-time faculty, and dual credit faculty. A review and analysis of the grade distributions among full-time faculty, part-time faculty, and dual credit faculty relative to the Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 0021), and Accounting Certificate Program (B90) concludes that the overall grade distributions are appropriate, fitting, competent, and suitable to the programs and the College as a whole. The grade distributions do not identify any anomalies or concerns. No dual credit faculty were identified or noted for the programs.]

62. Using **Table 5**, compare the grade distributions between instructors for the same classes (names are not identified). Are any significant differences identified (use the # to indicate a particular instructor)? If concerns are identified, what does the committee recommend to address the concern?

[This section of the program review compares the grade distributions between/among instructors for the same classes (names are not identified). A review and analysis of the grade distributions between/among instructors for the same classes relative to the Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 0021), and Accounting Certificate Program (B90) concludes that the overall grade distributions are appropriate, fitting, competent, and suitable to the programs. No significant

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differences or concerns were identified.]

63. Using data **Tables 6A & 6B**, compare the grade distributions of each ethnic group (**6B, rows h-n**) to the college average (**6A, rows h-n**). Do any obvious anomalies exist? Does the committee have any suggestions to address these anomalies?

[This section of the program review compares the grade distributions of each ethnic group within the programs to the College average grade distributions. A comparison of grade distributions for each ethnic group identified (Caucasian, Hispanic, Black, Asian, Male, and Female) within each program (Business Transfer/AS 0210, Business Accounting Transfer/AS 0220, Associate in Applied Science in Accounting/AAS 0021, and Accounting Certificate/B90) to the grade distributions of the College as a whole revealed generally similar patterns of grade distributions. No anomalies, abnormalities, irregularities, or deviations appear to exist within the comparative data describing the grade distributions for each ethnic group identified within each program to the comparative data describing the grade distributions for the College as a whole.]

64. Summarize any concerns about program/class grade distributions and devise a plan to address the concerns or indicate “none.”

[This section of the program review summarizes any concerns about program or class grade distributions and devises a plan for remediation of those concerns. In the review of program grade distributions and class grade distributions relative to the Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0021), Associate in Applied Science Program (AAS 0021), and the Accounting Certificate Program (B90), no concerns, anomalies, abnormalities, irregularities, or deviations appear to exist within the comparative data describing these grade distributions. Therefore, no plan to remediate these concerns is presented here.]

→**Add the plan to address grade distributions to the Operational Planning matrix.**

Program Retention

(strategic objective 2.2)

65. Using data **Tables 7 A & B**, compare the fall to spring retention rates (**row a**) and fall to fall retention rates (**row b**) of the program to the college averages. If you choose, you can compare retention rates of this program with other programs at the college by clicking on “retention” at <http://www.svcc.edu/departments/irp/reporting/strategic-planning-dashboard.html>

[This section of the program review compares the fall to spring retention rates and fall to fall retention rates of the programs to the College averages over the five-year period. A comparison of fall to spring retention rates and fall to fall retention rates of the Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 0021), and Accounting Certificate Program (B90), for FY 2009 through FY 2013, to the fall to spring retention rates and fall to fall retention rates of the College as a whole, for FY 2009 through Fy2013, reveals no anomalies, abnormalities, irregularities, deviations, or concerns pertaining to these retention rates.]

66. *Describe* what the area already did to improve retention trends since the last program review. Indicate how frequently each effort was conducted during the past five years.

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[This section of the program review describes what the area already has done to improve retention rates since the last program review. This question is repetitive of Question #56. Please refer to the response and solution to Question #56 as that response and solution essentially is the same one required by Question #66. Each of the efforts described in Question #56 is performed each semester of each academic year during the past five years.]

67. Describe what the area will do to improve retention trends during the next five years.

[This section of the program review describes the steps the area seeks to perform in order to improve retention trends during the next five years. Question #67 is repetitive of Question #58. Please refer to the response and solution to Question #58 as that response and solution essentially is the same one required by Question #67.]

→Add the plan to address program retention to the Operational Planning matrix.

Curriculum: Academic Assessment
(Strategic Objective 1.1)

Refer to the assessment data base or program operational plans.

68. List all of the Gen-Ed and area competencies that have been assessed in the previous five years and describe any curricular changes that occurred due to the assessment.

Fiscal Year	Gen-Ed Competencies	Describe the curricular changes that occurred due to this assessment practice or indicate "none"
[FY 2010]	[Problem Solving]	[]
[FY 2009, FY 2010]	[Writing]	[]
[FY 2010]	[Oral]	[]
[FY 2011]	[Technology]	[]
[FY 2013]	[Ethical Reasoning]	[]

Fiscal Year	Area Level Competencies	Describe the curricular changes that occurred due to this assessment practice or indicate "none"
[FY 2008-2012]	[Capstone, internship, or clinical experience]	[]
[]	[]	[]
[]	[]	[]
[]	[]	[]
[]	[]	[]

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69. List all of the Gen-Ed and area competencies that have NOT been assessed in the previous five years and indicate whether these will be assessed in the future, will not be assessed, will be eliminated (area level only), or replaced (area level) **OR** indicate “All have been assessed.”

Fiscal Year	Gen-Ed Competencies	Why has it not be assessed? Will the competency be assessed within the next five years? If so, when?
[[[Collaboration]	[[
[[[Reading]	[[
[[[Listening]	[[

Fiscal Year	Area Level Competencies	Why has it not be assessed? Will it be assessed in the future, eliminated, or replaced?
[[[None]	[[
[[[[[[
[[[[[[
[[[[[[
[[[[[[

→Add the plan to update area level assessment competencies to the Operational Planning matrix.

70. For the five years previous to this program review, what fraction of full-time faculty contributed data to at least one Gen-Ed competency? To at least one area objective? Record data as a fraction (for example 4/5 full-time faculty contributed to Gen-Ed competencies.)

Fiscal Year	Gen-Ed Competencies Full-time compliance (indicate using a fraction)	Area Competencies Full-time compliance (indicate using a fraction)
[[[[[[
[[[[[[
[[[[[[
[[[[[[

→Please include (if it is not already) a permanent assessment goal of 100% participation by full-time faculty for both Gen-Ed and Area objectives within the Operational Planning matrix.

71. For the five years previous to this program review, what fraction of adjunct faculty (not dual credit) contributed data to at least one Gen-Ed competency? At least one area objective? Supply the fraction of adjuncts that are contributing to academic assessment data (for example 4/5 adjunct faculty contributed to Gen-Ed competencies.)

Fiscal Year	Gen-Ed Competencies (Fraction)	Area Objectives (Fraction)
[[[[[[
[[[[[[

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→Add a communication process to the Operational Plan matrix to increase adjunct participation in the academic assessment process.

72. For the five years previous to this program review, what fraction of dual credit faculty (not adjunct) contributed data to at least one Gen-Ed competency? At least one area objective? Supply the fraction of dual credit faculty that are contributing to academic assessment data (for example 4/5 dual credit faculty contributed to Gen-Ed competencies.)

Fiscal Year	Gen-Ed Competencies (Fraction)	Area Objectives (Fraction)

→Add a communication method to the Operational Plan matrix to increase dual credit participation in the academic assessment process.

73. *Explain* any major curricular changes (outside of assessment) made during the past five years and *why* the changes were made (i.e., the evidence that change was needed). Describe the positive and/or negative results of those changes. If no curricular changes were made (outside of assessment) indicate “None.”

[This section of the program review describes any major curricular changes (outside of assessment) made during the past five years, explains why the changes were instituted, and presents any positive and/or negative results of those changes. The Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 0021), and Accounting Certificate (B90) experienced no major curricular changes (outside of assessment) during the past five years.]

74. List any courses, certificates, or degrees that have been significantly altered, deleted, or added to the program within the last five years.

This section of the program review will identify any courses, certificates, or degrees that have been significantly altered, deleted, or added to the programs within the past five years. The Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 0021), and the Accounting Certificate Program (B90) has not experienced any courses, certificates, or degrees which have been significantly altered, deleted, or added to the programs within the past five years.

Course/Certificate/Degree	Significantly altered, deleted, or added	Check with the VP of Academics to verify if ICCB has a record of the change. Add “Yes” if ICCB has record or “No” if ICCB does not.
None found.		

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75. Describe anticipated curricular changes that the program will propose during the next five years and the accompanying needs that will be required or indicate “None.”

This section of the program review describes anticipated curricular changes and related needs that the programs will propose during the next five years. The Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0021), Associate in Applied Science Accounting Program (AAS 0021), and Accounting Certificate Program (B90) currently anticipates no curricular changes and no related needs developing within the next five years.

Curricular change (Description)	[[]]
Equipment and/or supply needs (Description and Expense)	[[]]
Facility needs (Description and Expense)	[[]]
Personnel and/or training needs (Description and Expense)	[[]]
Total estimated expense	[[]]

Copy and paste a new table if needed

→Add the anticipated curricular changes and the plan to address them to the Operational Planning matrix.

Curriculum: Course Outlines
(Strategic Objective 6.2)

76. ICCB requires that we maintain current course outlines. Therefore to help with this process, all course outlines for this area must be updated to the current Fiscal Year and a curriculum committee action form submitted for each course. Complete the appropriate Curriculum Committee Action Forms for each course and send electronically to the VP of Academics. Action forms are found on FAST. **Catalog concerns should have been addressed in a previous section of this program review. Be sure to incorporate those catalog findings into your new outlines so that the catalog will be appropriately adjusted.*

This section of the program review describes the process to update course outlines to the current fiscal year. For the Business Transfer Program, (AS 0210), Business Accounting Transfer Program (AS 0021), Associate in Applied Science Accounting Program (AAS 0021), and Accounting Certificate Program (B90), the process of updating the related course outlines for each class within each of these programs is complete. The revised course outlines have been submitted to the SVCC Curriculum Committee. One member of this program review team (Dr. D. H. Day, CPA, CDP, Professor of Accounting and Business) currently is a member of the SVCC Curriculum Committee and has formally chaired this committee for twenty-five years.

Course Number	Has the outline been updated to reflect current academic practices & current FY? Yes or No.	Has the Curriculum Committee Action Form been completed and sent electronically to the VP of	Has an accompanying master syllabus been completed (using the syllabus template) for each class and sent
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		Academics? Yes or No.	electronically to the VP of Academics?
[ACC 100]	[]	[]	[]
[ACC 101]	[]	[]	[]
[ACC 102]	[]	[]	[]
[ACC 201]	[]	[]	[]
[ACC 202]	[]	[]	[]
[ACC 203]	[]	[]	[]
[ACC 204]	[]	[]	[]
[ACC 205]	[]	[]	[]
[ACC 207]	[]	[]	[]
[]	[]	[]	[]
[BUS 103]	[]	[]	[]
[BUS 104]	[]	[]	[]
[BUS 105]	[]	[]	[]
[BUS 106]	[]	[]	[]
[BUS 107]	[]	[]	[]
[BUS 108]	[]	[]	[]
[BUS 112]	[]	[]	[]
[BUS 205]	[]	[]	[]
[BUS 210]	[]	[]	[]
[BUS 211]	[]	[]	[]
[BUS 213]	[]	[]	[]
[BUS 214]	[]	[]	[]
[BUS 216]	[]	[]	[]
[BUS 218]	[]	[]	[]
[BUS 222]	[]	[]	[]
[BUS 231]	[]	[]	[]
[BUS 232]	[]	[]	[]
[BUS 235]	[]	[]	[]

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[BUS 236]	[]	[]	[]
[BUS 237]	[]	[]	[]
[BUS 240]	[]	[]	[]
[BUS 270]	[]	[]	[]

*If more space is needed, you can add more rows to this table by “right clicking” and “inserting rows.”

STUDENT INPUT

Efforts aimed at obtaining student opinions and suggestions for improving the program.
(Strategic Objective 4.2)

Contact the Dean of IR for the Graduate follow-up study results.

77. **CTE ONLY!** Graduate follow-up studies are used to survey recent SVCC graduates. Explain any concerns identified in the *Career and Technical Follow-Up Study* from your graduates and discuss solutions, **OR** if there were no concerns identified, indicate “No concerns.”

This section of the program review will present the results of recent program graduate follow-up studies. The recent program graduate follow-up study is limited to Career and Technical Education (CTE) graduates and is further limited to the Associate in Applied Science Degree in Accounting Program (AAS 0021) graduates. No date or dates pertaining to the data were provided in this analysis. In addition, no total number of questionnaires sent to the graduates was identified nor was any response rate received from the graduates identified. The total number of graduates included in this follow-up study was also not identified.

The data presented in the Associate in Applied Science Degree in Accounting Program graduate follow-up study identified six related assessment criteria: (a) content of courses in your program, (b) lecture/laboratory experiences, group, and individual projects, (c) equipment, facilities, and materials, (d) job preparation, (e) preparation for further education, and (f) information on current employment opportunities and trends.

Four enumerated responses and their related scales to the six related assessment criteria were identified: (a) very dissatisfied (Scale of 1); (b) somewhat dissatisfied (Scale of 2); (c) somewhat satisfied (Scale of 3); or (d) very satisfied (Scale of 4).

The results of this graduate follow-up study revealed the following results: (a) The response to the criteria related to the content of courses in your program yielded a composite scale of 3.7; (b) The response to the criteria related to lecture/laboratory experiences, group, and individual projects yielded a composite scale of 3.7; (c) The response to the criteria related to equipment, facilities, and materials yielded a composite scale of 3.5; (d) The response to the criteria related to job preparation yielded a composite scale of 3.5; (e) The response to the criteria related to preparation for further education yielded a composite scale of 3.7; and (f) the response to the criteria related to information on current employment opportunities and trends yielded a composite scale of 2.9.

Based upon the responses to this graduate follow-up study, graduates of the Associate in Applied Science Degree in Accounting Program appear to report that the graduates are somewhat satisfied to very satisfied with the six program-related criteria identified in the graduate follow-up study. No concerns.

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Question asked about program (Accounting AAS)	Average Score (1 being low, 4 being high)
Content of courses in program	3.7
Lecture, lab experiences, and group and individual projects	3.7
Equipment, facilities, and materials	3.5
Job preparation	3.5
Preparation for further education	3.7
Information on current employment opportunities and trends	2.9

→If applicable, add the solutions to the Operational Planning matrix.

78. Describe the efforts during the previous five years to obtain student input, the frequency of each effort, what was learned, and changes that were made **OR** indicate “Not applicable.”

Source of Input	Description of activity, the frequency of each effort, what was learned, and changes that were made to the program.
Student Interviews	
Student Surveys	
Student Focus Groups	
[Other]	
[Other]	

79. Describe the efforts to obtain student input that will be attempted during the next five years and the years they will be attempted. (**Reminder!** All student surveys or focus group questions need to be submitted to SVCC’s IRB for approval. When appropriate, contact the Dean of Institutional Research for the appropriate form.)

Source of Input	Description of planned activities and the planned frequency of each effort.	Fiscal year of proposed activity
Student Interviews	[None planned]	
Student Surveys	[None planned]	
Student Focus Groups	[None planned]	
[Other]		
[Other]		

→If applicable, add the plan to the Operational Planning matrix.

NON-STUDENT INPUT

Definition: Formal efforts aimed at obtaining information regarding program content and improvement from informed sources other than students, for the purpose of keeping the program current and relevant (e.g. IAI, staying informed of changing transfer requirements, meeting with other departments, meeting with colleagues from other colleges).
(Strategic Objective 4.1)

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80. Describe the efforts that were used within the last five years to obtain input, the frequency of each effort, what was learned, and changes that were made during the previous five years **OR** indicate “Not applicable. Your past operational plans may be of help here.

Method	Description of activity, the frequency of each effort, what was learned, and changes that were made to the program.
Conference attendance	[]
IAI updates	[]
Networking with colleagues	[]
Professional association membership	[]
[Other]	[]
[Other]	[]

81. Describe the formal efforts to obtain non-student input that will be attempted during the next five years and the planned year of implementation.

Description of activity	FY
[]	[]
[]	[]
[]	[]
[]	[]

→If applicable, add the plan to the Operational Planning matrix for the appropriate FY.

Learning Support Services
 Definition: College services that are *specific to this program*, which are utilized by students outside of the classroom (i.e. tutoring in the LAC, special materials in the LRC, computer lab resources, etc.)
 (Strategic Objectives 1.4 & 1.5)

82. Describe the current learning support services that are *specific to this program* that are available to students (study materials, videos, etc.), **OR** indicate “None.”

[This section of the program review describes the additional learning support services which are specific to this program that are available to students. For the Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 0220), and Accounting Certificate Program (B90), the additional learning support services which are specific to this program that are available to students include all of the accounting textbooks’ solutions to exercises, problems, and cases uploaded into the SVCC Moodle platform as well as various books, journals, newspapers, and other related publications in the College library.]

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83. Describe any additional learning support service that is needed of each program and the FY needed, **OR** indicate “None.”

This section of the program review describes any additional future learning support service(s) for the Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 0021), and Accounting Certificate Program (B90) that may be needed in the future. As of this writing, no additional learning support services, other than periodical subscriptions renewals, can be identified as future supplements for these programs.

Learning Support Service Recommendation (Be sure to include the recommendation under “equipment and supplies” found below).	FY
[[[[
[[[[
[[[[

Course Scheduling (Strategic Objective 1.3)

84. Use the Master Schedule to help complete this table. Provide the program schedule by listing each class by course number and use an “X” to indicate each semester it was offered and whether the class was taught during the day (before 4pm), taught at night (4pm or later), was taught as a hybrid class or was strictly taught as an online class.

COURSE CODE	DAY (BEFORE 4 PM)	FALL SEMESTER (2012)	SPRING SEMESTER (2013)	FALL SEMESTER (2013)	SPRING SEMESTER (2014)
	NIGHT (4 PM OR LATER)				
	ONLINE				
	HYBRID				
[ACC 101]	Day	[X]	[X]	[X]	[[
	Night	[X]	[X]	[X]	[[
	Hybrid	[[[[[[[[
	Online	[X]	[[[X]	[[
[ACC 102]	Day	[X]	[X]	[X]	[[
	Night	[[[X]	[[[[
	Hybrid	[[[[[[[[
	Online	[X]	[X]	[X]	[[
[ACC 202]	Day	[[[[[[[[
	Night	[[[X]	[[[[
	Hybrid	[[[[[[[[

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	Online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[ACC 204]	Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Night	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[ACC 207]	Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Night	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[BUS 103]	Day	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Night	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Online	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
[BUS 105]	Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Online	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[BUS 107]	Day	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[BUS 112]	Day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Online	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
[BUS 205]	Day	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Night	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Online	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
[BUS 210]	Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Night	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Online	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
[BUS 211]	Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Online	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
[BUS 214]	Day	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[BUS 218]	Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Online	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
[BUS 222]	Day	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Online	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
[BUS 213]	Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Online	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
[BUS 216]	Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Online	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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[BUS 106]	Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Night	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[ACC 201]	Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Night	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[ACC 203]	Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Night	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[ACC 205]	Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Online	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Use the table above to answer the following three questions.

85. Using the table above and the college catalog, answer the following question. For each degree and certificate under review, have courses been offered that are properly sequenced to allow a student to complete every degree and/or certificate in the maximum number of semesters specified?

[This section of the program review will describe program the courses that have been offered and also will identify whether or not the courses have been properly sequenced to enable a student to complete each degree and/or certificate within the programs within the minimum number of semesters specified. The Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 0021), and the Accounting Certificate Program (B90) have engaged in the following strategies designed to enable students to complete the program degrees and certificate within the minimum number of semesters specified: (a) rescheduled program classes into the Monday/Wednesday interval or the Tuesday/Thursday interval, thereby eliminating Friday classes; (b) rescheduled program classes into consistent, timely, and consecutive offerings within a single day or days within each semester in a highly coordinated academic model; (c) offered classes in multiple learning environments of face-to-face, online, and hybrid learning styles; (d) offered multiple, consecutive classes in the evening schedule each semester; and (e) provided full-time faculty to teach the multiple, consecutive classes in both the day and the evening schedule each semester.

The implementation of this highly coordinated academic model of program class schedules does provide the mechanism by which program students are able to complete each degree and /or

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certificate requirements within the minimum number of semesters specified within the programs. If no, please specify what degrees or certificates are problematic and the solution to the scheduling problem.

86. Has each class been offered at night at least once during every academic year (fall or spring semesters)?

[This section of the program review will determine if each program class has been offered at night at least once during each academic year (fall or spring semesters). A review of the Master Schedule for the Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 0021), and the Accounting Certificate Program (B90) reveals the following classes have not been offered at night at least once during each academic year: (a) BUS 105, (b) BUS 107, (c) BUS 112, (d) BUS 211, (e) BUS 214, (f) BUS 218, (g) BUS 222, (h) BUS 213, (i) BUS 216, (j) and (k) ACC 205.

Related to the Master Schedule, the Business Transfer Program, Business Accounting Transfer Program, Associate in Applied Science Accounting Program, and Accounting Certificate Program classes not offered at night during the review period, the following observations are derived: (a) BUS 105, BUS 106, BUS 112, BUS 211, BUS 218, BUS 222, BUS 213, BUS 216, and ACC 205 are offered in the online format at least once during the academic year; (b) BUS 112, BUS 205, BUS 103, and BUS 218 are combined with CIS 109 to offer the Supervisory Management Certificate (B97) (the only complete online certificate SVCC offers to date); (c) BUS 214 has not been offered at night due to very low enrollments and the fact that the primary market for this class is during the day; and (d) BUS 107 has not been offered at night since the primary market for this class (an OAS class) is in the day. Therefore if the program classes are not offered at night at least once during each academic year, they are alternatively offered in the online environment during these same academic periods.]

If no, please specify what class has not been offered at night and justify if the class should or should not be offered at night.

87. Has each class been offered online or as a hybrid class at least once during every academic year?

[This section of the program review will determine the program classes which have been offered online or as a hybrid class during the review period. Related to the Master Schedule, all of the following classes related to the Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 0021), and the Accounting Certificate Program (B90) have not been offered in an online or a hybrid class during the review period: (a) ACC 201, (b) ACC 202, (c) ACC 203, (d) ACC 204, (e) ACC 207, and (f) BUS 214.

The accounting classes (ACC 201, ACC 202, ACC 203, ACC 204, and ACC 207) have not been offered in an online or hybrid environment as they are not suitable for these types of learning environments. These accounting classes are more successful (in terms of retention and academic successes) if they are offered in a face-to-face learning environment. Other community colleges that have tried to move their second-year accounting classes into the online or hybrid learning environments have been rewarded with very low retention rates and high rates of student failing grades in these types of environments. In fact, many of the community colleges which have experienced these negative outcomes related to moving their second year accounting classes into the

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online or hybrid environments have also deleted their Associate in Applied Science Degree Accounting and Certificate program from their course and program offerings since the decisions to do so in the first place turned out to be fatal program decisions.

BUS 214 has not been offered in the online or hybrid learning environments largely due to the same reasons outlined in the above paragraph. A very limited number of community colleges who offer this class in either the online or hybrid learning environments experience very low enrollments in this class which result in either the class's cancellation or the faculty member teaching the class to do so for less than full remuneration. For a very small number of SVCC students who have asked for the BUS 214 class in the online learning environment, SVCC will direct these students to Parkland College which maintains this online offering. After these students matriculate into Parkland College's BUS 214 equivalent online class offering, they soon wish to return to SVCC to enroll in the face-to-face version.]

If no, please specify what class has not been offered online or as a hybrid class and justify if the class should or should not be offered online or as a hybrid class.

88. During the past five years, have scheduling conflicts been avoided by coordinating schedules with other required courses within your own area?

[This section of the program review addresses any scheduling conflicts which may have occurred within the program classes. As recorded in Question 85, scheduling conflicts with other required courses within the Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Degree (AAS 0021), and Accounting Certificate Program (B90) have been completely eliminated since the following strategies were adopted by the Business Education Division: (a) rescheduled program classes into the Monday/Wednesday interval or the Tuesday/Thursday interval, thereby eliminating Friday classes; (b) rescheduled program classes into consistent, timely, and consecutive offerings within a single day or days within each semester in a highly coordinated and efficient academic model; (c) offered classes in multiple learning environments of face-to-face, online, and hybrid learning styles; (d) offered multiple, consecutive classes in the evening schedule each semester; and (e) provided full-time faculty to teach the multiple, consecutive classes in both the day and the evening schedule each semester.]

If no, what scheduling change can occur to reduce/avoid conflicts?

89. During the past five years, have scheduling conflicts been avoided by coordinating schedules with other required courses outside of this area?

[This section of the program review identifies any scheduling conflicts with other required course outside of the program area. Within the five-year review period, the Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 0021), and the Accounting Certificate Program (B90) have not identified any scheduling conflicts with other required courses outside of the program area.]

If no, what scheduling changes can occur to reduce/avoid conflicts?

90. Summarize the scheduling changes that need to occur using information from the previous five questions.

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[This section of the program review summarizes any scheduling changes which need to occur employing the information obtained from Question 84 through Question 89. A review of the responses to and information obtained from Questions 84 through 89, no future scheduling changes need to occur for the Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 0021), and the Accounting Certificate Program (B90).]

→If scheduling changes are necessary include the recommended changes in the Operational Planning matrix.

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EQUIPMENT & SUPPLIES
(Strategic Objective 1.6)

91. Identify current or anticipated equipment, software, and/or supply deficiencies by the program and the FY needed. Also supply cost estimates, the anticipated fiscal year needed, and a rationale for the purchase **OR** indicate “None.”

This section of the program review identifies current or anticipated equipment, software, and supply needs for the programs. The Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 0021), and the Accounting Certificate Program (B90) does not anticipate any current or future equipment requirements and software requirements for the programs other than their current funding levels for instructional supplies, publications and dues, employee salaries, and employee benefits.

FY Needed	Name of Item	Describe how the item will contribute to the area. What classes will be impacted (if applicable). Describe how the item may create a cost savings to the area (if applicable).	Quantity (#)	Unit Cost (\$)	Total Cost of Equipment (\$)	Additional Annual Cost (if applicable) (\$)

→If equipment, software, and/or supplies are needed then add them to the Operational Planning matrix for the appropriate fiscal year.

FACILITIES
(Strategic Objective 1.6)

92. Identify current or anticipated facility improvements and/or additional facility space that will be needed within the next five years and list the anticipated fiscal year the renovations would be needed, **OR** indicate “None.”

This section of the program review identifies current or anticipated facility improvements or facility space which will be needed within the next five years. The Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 0021), and the Accounting Certificate Program (B90) does not identify any current or future facility improvements or facility space which will be needed within the next five years.

FY Needed	Describe why it is necessary to conduct the renovations?	Describe the renovation and what area of the building (room #) it will affect.	Estimated Expense (\$) (contact the Director of B&G)
		Furniture (if applicable):	

→If facility upgrades are needed then add them to the Operational Planning matrix for the appropriate fiscal year.

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Additional Information

93. Use the space below to indicate any plans not carried out from the last program review and explain why they were not carried out OR put “none”.

[This section of the program review identifies any plans not implemented which were identified in the last program review and explains why the plans were not implemented. The Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 0021), and Accounting Certificate Program (B90) does not identify any plans not implemented which were identified in the last program review.]

94. Describe any possible changes (not already addressed) that may be imposed on your area or the College that will negatively or positively affect the efficiency of your area and the year of expected implementation. Examples may include changes in state or federal regulations, ICCB requirements or accreditation expectations OR indicate “none.”

This section of the program review describes any possible changes, not already addressed, that may be imposed on the program area or the College which may negatively or positively impact the efficiency of the program area and the year of expected implementation. The Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 0021), and Accounting Certificate Program do not identify any possible changes (not already addressed) that may be imposed on the program area or the College which may negatively or positively impact the efficiency of the program area.

Describe the “imposed change”	Fiscal Year change will take affect
[]	[]
[]	[]

95. Referring to the question above, what strategies will the area implement to address any concerns? If no concerns, indicate “none.”

This section of the program review addresses strategies the program area will develop to address the concerns identified in Question 94. Since the content of Question 94 does not impact the Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 0021), and the Accounting Certificate Program (B90), no strategies are developed in this section.

Describe the proposed strategies to deal with the issues above	Fiscal Year of implementation
[]	[]
[]	[]

→If a plan needs to be implemented to deal with the imposed changes, add it to the Operational Planning matrix.

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96. Use the space below to tell the PR committee about any program issue or concern not addressed within this program review or indicate “none”. Indicate any possible solution to the program issue/concern.

[This section of the program review will inform the program review committee about any program issue or program concern not addressed in this program review. In addition, this section of the program review will suggest improvements to the current SVCC program review model. As President of the Sauk Valley College Faculty Association (SVCC-FA), Dr. D. H. Day, CPA, CDP and Professor of Accounting and Business has been asked by the full-time faculty to address their concerns in this space regarding the current SVCC program review model and suggestions to improve this model.

First, the full-time faculty believe that the current SVCC program review model is inefficient, ponderous, cumbersome, and unwieldy. This program review has consumed a total of forty-two direct labor hours and a total of 10 indirect labor hours. The direct labor hours represent the actual time devoted to analyzing, organizing, and writing the responses to the ninety-seven questions. The indirect labor hours represent time devoted to becoming familiar with the nine hard copy packets of data, with some of the packets as large as fourteen pages and twenty pages. The indirect labor hours also represent time devoted to becoming familiar with the program template with its ninety-seven questions and thirty pages. The indirect labor hours also represent time scheduling meetings with members of the program review team, attending those meetings with the program review team, and discussions with the program review team. All of this time represents time which the full-time faculty cannot devote to their classes or to their students. In summary, the full-time faculty believe that the amount of information derived from the current program review model was not worth the effort and time necessary to produce the results.

Second, the full-time faculty believe that the current SVCC program review model is the responsibility of the Dean of Planning and Institutional Research. The Dean of Planning and Institutional Research should lead the program review process by becoming the primary author of the program review document since the program review process is primarily an administrative task.

Other community colleges (Illinois Valley Community College, Oglesby, IL) employ a program review model in which the Dean of Institutional Research is the primary author of the program review and the faculty serve primarily as reviewers. The Illinois Valley Community College faculty are very involved in the program review process as reviewers of the program review document which they may make revisions to. Two other levels of faculty involvement in the program review process are found in the Illinois Valley Community College model: (a) minor author (which is compensated) and (b) major author (which is compensated at a higher amount). Therefore, the Illinois Valley Community College program review model involves faculty on three levels: (a) document reviewer, (b) minor document author (compensated), and (c) major document author (higher level of compensation). The SVCC full-time faculty believe that the College should move to implement a program review process similar to the Illinois Valley Community College model as opposed to continuing the present College model

Third, the full-time faculty believe that as full-time community college faculty, they are not required to perform the extensive research-related activities as required in the current SVCC program review model. The full-time faculty primary duties are related to instructional process as opposed to

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research-based activities. Research-based activities are the responsibility of the Dean of Planning and Institutional Research; after all, this is why SVCC maintains this current administrative position. The Dean of Planning and Institutional Research may devote his or her own full time to the program review process as the primary author as opposed to the full-time faculty devoting their part time to the program review process as the primary authors in conjunction with their full time to the instructional process. For each hour the full-time faculty devote to the current SVCC program review model, this represents an hour which the full-time faculty may not devote to the instructional process, classroom responsibilities, or assisting students with additional out-of-class instruction or academic assistance.

Fourth, the full-time faculty believe that due to the extensive time required to fulfill the requirements of the SVCC program review model, there should be an additional level of compensation for those faculty participating in the program review process. The College historically has offered additional compensation for faculty serving as area facilitators. In addition, the College currently offers additional compensation to full-time faculty who serve as faculty leaders. The full-time faculty believe that the level of time necessary to complete the current College program review model is equivalent to or exceeds the time necessary for the past area facilitators and current faculty leaders to fulfill their responsibilities.

Fifth, Dr. D. H. Day, CPA, CDP, Professor of Accounting and Business, wishes the SVCC full-time faculty to know that on different occasions during the Fall 2013 Semester, he met with the Dean of Planning and Institutional Research, the Vice-President of Instructional Services, and the President in order to find a more efficient SVCC program review model. During these meetings, the Illinois Valley Community College program review model was presented and discussed. These meetings also produced discussions relative to implementing the Illinois Valley Community College model to SVCC. These meetings failed to produce any changes to the current SVCC model of program review.

Fifth, the full-time faculty believe that representatives of the full-time faculty and administration should meet again during the Spring 2014 Semester in order to discuss changes to the current SVCC program review model and timelines to implement these changes. Changes to the current SVCC program review model may include the changes identified in this section of the program review or other changes not identified at this time. The full-time faculty further believe that these changes to the current SVCC program review model may be voluntary or arise out of the SVCC-FA grievance process or the SVCC-FA collective bargaining process.

Sixth, the full-time faculty program review author team wish to offer their sincere thanksgiving, appreciation, gratitude, and praise to Mr. Steve Nunez, Dean of Planning and Institutional Research. Mr. Nunez and his office offered a large amount of suggestions, support, technology, and guidance necessary to complete this task.]

→If a plan needs to be implemented to deal with the imposed changes, add it to the Operational Planning matrix.

97. Use the space below to tell the PR committee about any program accomplishments that were not addressed within this program review or indicate “none.”

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[This section of the program review informs the program review committee about any program accomplishments that were not included within this program review. The Business Transfer Program (AS 0210), Business Accounting Transfer Program (AS 0220), Associate in Applied Science Accounting Program (AAS 0021), and Accounting Certificate Program (B90) reports no program accomplishments that were not otherwise included in other areas of the program review.]

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CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

Program Identification Information (only one CIP per template)

6-digit CIP	52.0301
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Career Cluster	Career Pathway
Finance	Accounting

Program of Study	SVCC's Program Title
Accounting	Accounting (AAS 021)

Degree or Certificate Type	Check only one
03 – AAS	<input checked="" type="checkbox"/>
20 – Occupational Certificate of 30-50 credits	<input type="checkbox"/>
30 – Occupational Certificate of 29 or less credits	<input type="checkbox"/>

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	<input type="checkbox"/>
Significantly modified	<input type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>
Placed on inactive status	<input type="checkbox"/>
Scheduled for further review	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

Need: *Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?*

Cost-effectiveness: *Is the program cost effective? Does the program require additional resources?*

Quality: *Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?*

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

Program Identification Information (only one CIP per template)

6-digit CIP	52.0301
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Career Cluster	Career Pathway
Finance	Accounting

Program of Study	SVCC's Program Title
Accounting	Accounting (B90)

Degree or Certificate Type	Check only one
03 – AAS	<input type="checkbox"/>
20 – Occupational Certificate of 30-50 credits	<input type="checkbox"/>
30 – Occupational Certificate of 29 or less credits	<input checked="" type="checkbox"/>

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	<input type="checkbox"/>
Significantly modified	<input type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>
Placed on inactive status	<input type="checkbox"/>
Scheduled for further review	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

Need: *Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?* []

Cost-effectiveness: *Is the program cost effective? Does the program require additional resources?* []

Quality: *Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?* []

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ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

Academic Degree (discipline)	[Business (AS 210)]
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Summary

Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved? []

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs? []

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources? []

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.
[]

Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements. []

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

Academic Degree (discipline)	Business Accounting (AS 220)
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Summary

<p><i>Objectives:</i> What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved? []</p> <p><i>Need:</i> It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs? []</p> <p><i>Cost-effectiveness:</i> What steps can be taken to offer courses more cost effectively? Are there needs for additional resources? []</p> <p><i>Quality:</i> Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future. []</p> <p><i>Transfer Courses:</i> Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements. []</p>
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FY 2014 Gen Ed. Academic Program Review: *Accounting and Business*

PROGRAM REVIEW COMMITTEE RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete but the Program Review Committee does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	
Program Review Committee Co-Chair (signature and date)	
Program Review Committee Co-Chair (signature and date)	

VICE-PRESIDENT'S RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete, but the Academic Vice-President does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	
Academic Vice-President (signature and date)	

PRESIDENT'S RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete and acceptable, but the President does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	
President (signature and date)	

**Program Review Committee
and
Administrative Comments (optional)**

Name	
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Comments

Name	
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Comments

Name	
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Comments