Assessment: Program Review Updates prior to Fall 2018

Shasta College

Program (BUAD) - Business Administration: Accounting AS.1081

Program Catalog Summary:
Associate in Science:
SC Program: AS.1081

PROGRAM DESCRIPTION: This degree prepares you to enter the workforce in an entry level accounting, bookkeeping, or clerk position with many private sector and government organizations. This degree also provides an excellent knowledge base for those planning to pursue an advanced degree in accounting, business, economics, or law (ACCT 2 and ACCT 4 are recommended for these students).

This degree is approved through the California Community College Chancellor's Office. Upon satisfactory completion of all degree requirements and filing an application for graduation with Admissions and Records, the student's transcript will reflect completion of this degree.

PROGRAM LEARNING OUTCOMES:
Upon successful completion of this degree, the student should be able to:
1. Express the accounting equation; identify and perform the processes of the accounting cycle; and prepare and interpret the basic financial statements for service and merchandising organizations in accordance with generally accepted accounting principles.
2. Identify and illustrate fundamental accounting concepts, classifications, cost systems, cost-volume-profit relationships, budgeting and profit planning to support planning, control and decision making activities of management.
3. Use integrated accounting software in performing the processes of the accounting cycle and preparing the basic financial statements for service and merchandising organizations in accordance with generally accepted accounting principles.
4. Prepare and process payroll records and payroll tax returns in compliance with applicable federal and state laws and regulations.
5. Apply the Internal Revenue Code and related Treasury Regulations as they relate to individual, partnership and corporation income taxes; prepare simple individual income tax returns.
6. Explain the criteria for the formation and enforcement of business and consumer contracts, including the specialty areas of sales and agency.
7. Demonstrate the use of skills relevant for problem solving, decision making and solving ethical dilemmas in the business environment including critical thinking, effective written and oral communication, working effectively in teams and the proficient use of computers for information search, retrieval, problem solving and communication.

DEGREE REQUIREMENTS:

CORE COURSES:
ACCT 101 Basic Accounting I (3) AND 6-8
ACCT 102 Basic Accounting II (3)
OR
ACCT 2 Introduction to Financial Accounting (4) AND
ACCT 4 Introduction to Managerial Accounting (4)
ACCT 103 Computerized Accounting 2
ACCT 104 Payroll Accounting 2
ACCT 194 Income Tax 3
BUAD 6 Business Law I 3

BUAD 10* Introduction to Business 3
BUAD 15 Business and Society 3
BUAD 45* Human Relations on the Job 3
BUAD 66* Business Communications 3
CIS 1 Computer Literacy Workshop 3
CIS 20 Access for Windows-I (1) OR 1-3
CIS 23 Fundamentals of SQL (3)
OAS 10 Excel for Windows I 1
OAS 11 Excel for Windows II 1
OAS 51 Introduction to Keyboarding and Word 3
OAS 64 Computerized Ten-Key 0.5
*May be used to fulfill General Education requirements. See a counselor.

ASSOCIATE IN SCIENCE DEGREE REQUIREMENTS:

Major	37.5 – 41.5
Additional General Education	15
General Electives	3.5 – 7.5
Degree Total	60*

*Note: Calculation assumes a student will double-count the Multicultural graduation requirement with either a social science or humanities G.E. requirement and that the student will fulfill computer literacy through a test. If students plan well and see a counselor, they may be able to double count the Multicultural and Computer Literacy units. If these graduation requirements are added, the number of units is increased by 6 units.

Fall 2017

Prepared By: Don Cingrani, Scott Gordon, Casey Schurig, Darren Gurney, John Cicero

What improvements are needed? Please reference items from any associated program reviews as needed.: Increase the number of program awards; recruit additional accounting tutors; coordinate with Advisory Committee members and Shasta College Career Center in developing internship opportunities for program students; coordinate with the local VITA program for program students to volunteer; close the loop in PLO tracking by getting disaggregated student SLO assessment results; and, develop system for tracking individual student's progress toward degree completion and post program job placement.

Who completed this form?: Don Cingrani

Participation in the report: Area Faculty (list in the next box)

Summarize Participation comments: Future focus should be on improving the number of program awards, recruiting additional accounting tutors, developing internship opportunities for program students, developing a system to track individual student's progress through the program as well as after they leave Shasta College, and closing the loop in PLO assessment via disaggregated SLO assessment results. Participating faculty include Don Cingrani, Scott Gordon, Casey Schurig,, Darren Gurney, and John Cicero.

Recommendation for Discontinuance?: No

Analyze Overall PLO achievement: There are presently 7 PLO's established for this degree. Each course within the degree has been mapped to one or more of these PLO's. Students' success on PLO's is to be based upon the success of students completing the program on the course level SLO's mapped to each PLO. This PLO assessment methodology requires student SLO results on a disaggregated basis which, though requested by program faculty, is to date not available. In the meantime, aggregated 2015-16 SLO results are being used to assess overall PLO achievement. Since students, in the aggregate, met the criterion for all the mapped SLO's, the PLO's are deemed successfully met.

What changes could be (or have been) made to improve the program?: The program's Computerized Accounting course (ACCT-103) was changed from an on-campus course taught in a computer lab environment to an on-line course utilizing a textbook that included a full student desktop version of QuickBooks Pro. This not only improved student enrollments but also eliminated the $500 - $600 biannual cost of upgrading the QuickBooks desktop software in our computer lab. This course has been recently updated to using QuickBooks Online which has further eliminated the need to install and maintain QuickBooks desktop software in our Math & Business Learning Center.

Partly due to low student success rates and poor SLO assessment results, ACCT-2 and ACCT-4 (which can be substituted for ACCT-101 and ACCT-102 in this program) were changed from 3-unit to 4-unit courses. In addition, math and English advisories were added to ACCT-2 and ACCT-4.

Program curriculum was modified to require students to either take ACCT-101 and ACCT-102 or ACCT-2 and ACCT-4 (previously ACCT-2 could be substituted for ACCT-101 or ACCT-4 could be substituted for ACCT-102). This change allows students to choose

between a focus on the clerical (bookkeeping) aspect of accounting (ACCT-101 and ACCT-102) or the more analytical interpretive aspect of accounting (ACCT-2 and ACCT-4). It also enhances the "stackability" of area degrees, for students who may want to later continue towards a bachelor's degree, since ACCT-2 and ACCT-4 are required for transfer to most business degree programs at 4-year colleges and universities.

In response to Advisory Committee member comments stressing the importance of spreadsheet skills in the local workforce, the "any spreadsheet" course requirement for this program was changed to requiring both OAS-10 (Excel for Windows I) and OAS-11 (Excel for Windows II).

In an effort to improve program awards and enhance post-program student success, additional changes being considered by program faculty include: increased emphasis on recruiting additional accounting tutors for the Math & Business Learning Center; working with Advisory Committee members and the Shasta College Career Center to develop internship opportunities for program students; coordinating with the local Volunteer Income Tax Assistance (VITA) program to involve students in this program possibly thru our Worksite Learning program; adding sessions to courses generally taken in the last semester of the program (for example ACCT-4 or ACCT-102) that informs students of the timing and process for applying for program degree awards; creating a unified message across all program courses emphasizing student completion of program awards; and, deploying our newly hired Student Success Coordinator to work with program faculty in tracking individual student's progress towards degree completion, identifying and supporting struggling students, and developing a means to track program students after they leave Shasta College.

Resources needed to implement the changes noted above: No additional resource needs have been identified at this time (the Student Success Coordinator position has been filled using special grant funding obtained through the Strong Workforce Initiative).

Labor Market Demand: Current EMSI labor market data has not been provided by the Shasta College Research Department. Previously cited 2010-11 EMSI employment data covering Accounting Technology/Technician and Bookkeeping occupations for the 11-county Nor Cal region showed that, while regional job growth in these occupations had declined slightly, job openings continued to exceed regional program completers.   More current EMSI data is necessary to confirm whether this trend continues today.

Duplication of training: There is some course overlap between our Accounting Clerk/Bookkeeper certificate and our Business Administration-Accounting AS degree. While both of these programs are designed to prepare students for entry-level accounting, bookkeeping or clerk positions, the AS degree provides more depth of accounting and business knowledge/skills which may result in more advancement opportunities for program completers after initial job placement. Further, these program awards are "stackable" in that students can complete the Accounting Clerk/Bookkeeper certificate and later, by taking (stacking on) some additional accounting/business courses, complete the Business Administration-Accounting AS degree. The AS degree also allows students the choice of focusing on the clerical (bookkeeping) aspect of accounting (by taking ACCT-101 and ACCT-102) or the analytic/interpretive aspect of accounting (by taking ACCT-2 and ACCT-4). Finally, allowing students to choose ACCT-2 and ACCT-4 provides further "stackability" for those program students who think they may want to later go on to a 4-year business degree.

Program effectiveness: Program awards declined over 50% from 2014-15 to just 4 completers in 2016-17. While concerning, this decline may be partly due to the emphasis on our AS-T Business degree which had a 21% increase in completers during the same period.   Further, all enrollment indicators (enrollment, FTES, FTEF, WSCH, Avg enrollment/section, Avg FTES/FTEF, and Avg WSCH/FTEF) have improved during the same period indicating that students may be completing the accounting core accounting courses without completing the program. Development of a means to track program students after they leave Shasta College (discussed above under changes to improve the program) would be useful in further evaluating this possibility. As indicated above under "What changes could be made to improve the program?" an increased focus on program completion is planned.

Other data indications for program improvement: Discussed above under "Program effectiveness".

Replicating community college programs north of Sacramento?: There are 2 other community colleges within the Nor Cal region providing a similar program (Butte College and College of the Siskiyous). Based upon the 2010-11 EMSI labor market data covering Accounting Technology/Technician and Bookkeeping occupations for the Nor Cal region, regional job openings exceeded regional program completions (certificates and degrees) by nearly 50%. Based upon this there does not appear to be a duplication of training that exceeds area demand although more current EMSI data is necessary to confirm whether this remains true today.

CSU and UC Transfer impact analysis:: This is a terminal degree with no direct impact on UC/CSU transfer. However, the additional course enrollments resulting from students pursuing this program has a positive impact on UC/CSU transfer students by allowing for more options as to course delivery methods and scheduling.

Influence on related programs and services: Discussed above under "CSU and UC Transfer impact analysis".

Specific additional program reflections: As also discussed under "What changes could (or have been) made to improve the program", the course curriculum for this program allows students to choose between a focus on the clerical (bookkeeping) aspect of accounting (ACCT-101 and ACCT-102) or the more analytical interpretive aspect of accounting (ACCT-2 and ACCT-4).

Additionally, as also discussed under "Duplication of training", the course curriculum for this program enhances the "stackability" of area program awards. Students choosing the clerical (bookkeeping) aspect of accounting can start with the Accounting Clerk/Bookkeeper certificate and later, by taking (stacking on) additional BUAD/ACCT courses, complete the Business Admin:Accounting AS degree. Alternatively, students choosing the analytical interpretive aspect of accounting can start with the Business Admin:Accounting AS degree and later, by taking (stacking on) additional courses, complete the AS-T Business degree or University Studies-General Business AA degree preparing them for transfer to a 4-year college or university.

Other factors for consideration: 10 courses in the program are presently offered via either face-to-face or online delivery, 4 courses are offered via online delivery only, and only 1 course (CIS-23) is offered via face-to-face delivery only. ACCT-2 and ACCT-4 are each also delivered via ITV to our remote campuses once every other year. In addition, there are 6 courses in this program that are shared with our AS-T Business degree offered thru our Associate Completion in the Evenings (ACE) program on a compressed schedule. Students can utilize these ACE classes (subject to availability and approval by our ACE coordinator) to shorten the time it takes to complete this program.

TO BE COMPLETED BY THE PROGRAM REVIEW COMMITTEE PRC Action:: PRC recommends the program continue without qualification

Summary Date: 10/22/2018

Summary of findings: The PRC recommends this program continue without qualification. Although the number of degrees earned have declined, the program faculty have a number of strategies as discussed in their program review narrative that should improve outcomes and other factors impacting student success. The program has a six-year average of 6.33 completers (2011/12-2016/17). The 5-year average success rate for core classes is 70.5%, which is barely above the Institution-set Standard of 70%. Of note, the two entry level classes ACCT-2 and ACCT-101 have the lowest success rates with a five-year average of 66.85% and 62.75%, respectively. All classes offered in the degree show a 5-year average success rate of 72.60%.

Retention rates are very strong with a five-year average of 84.60% for the core classes and 89.67% for all courses listed for the degree. Enrollments appear to be well-maintained with adding and dropping section counts resulting in a 5-year average of 30.35 students per section, much higher than the entire list of courses for the degree which shows a 5-year average of 16.6 students per section. The PLO's have been mapped to ISLO's, SLO's to PLO's and SLO's to ISLO's for core classes.

The BUAD faculty are commended for the strategies set in place for improvement and for the fine work in preparing the Program Review report.

The PRC recommends the following:

1) Faculty review the number of sections offered and enrollments for the overall degree program and see if increasing the head count per section is feasible.

2) Faculty are encouraged to investigate and pursue strategies as noted in their program review. They acknowledge the following: " Increase the number of program awards; recruit additional accounting tutors; coordinate with Advisory Committee members and Shasta College Career Center in developing internship opportunities for program students; coordinate with the local VITA program for program students to volunteer; close the loop in PLO tracking by getting disaggregated student SLO assessment results; and, develop system for tracking individual student's progress toward degree completion and post program job placement.

3) Specifically work to increase success rates in ACCT-2 and ACCT-101.

Program faculty response: From Carolyn Borg Counseling 10.26.18: I agree – A.S. Business Administration-Accounting continue without qualification.

(I wish the term "Business Administration" was reserved for the transfer degrees since it overshadows the major title of "Accounting" and confuses students pursuing a B.A. in Business Administration – Accounting.) Sue Loring agreed.

No faculty response.

Course Name		Academic Year				
		2012-13	2013-14	2014-15	2015-16	2016-17
ACCT-2	# of Sections	7	11	7	7	8
	Enrollment	262	283	210	227	229
	FTES	24.8	26.5	26.4	27.3	29.1
	FTEF	1.40	1.60	1.87	1.87	2.14
	WSCH	744	795	792	820	872
	Avg Enrl/Section	37	26	30	32	29
	Avg FTES FTEF	17.71	15.19	14.15	14.64	13.60
	Avg WSCH FTEF	531	456	424	439	409
ACCT-4	# of Sections	6	4	3	3	4
	Enrollment	126	126	111	104	133
	FTES	12.5	12.5	14.9	12.8	18.1
	FTEF	0.77	0.80	0.80	0.80	1.07
	WSCH	375	375	448	384	546
	Avg Enrl/Section	21	32	37	35	33
	Avg FTES FTEF	15.00	15.63	18.66	16.00	16.99
	Avg WSCH FTEF	450	469	560	480	512
ACCT-101	# of Sections	10	7	9	8	7
	Enrollment	255	222	228	196	220
	FTES	27.1	23.5	21.8	19.5	22.9
	FTEF	1.75	1.70	1.69	1.21	1.69
	WSCH	914	815	785	699	857
	Avg Enrl/Section	26	32	25	25	31
	Avg FTES FTEF	14.02	13.74	11.96	14.67	13.55
	Avg WSCH FTEF	479	479	436	535	507
ACCT-102	# of Sections	1	1	1	1	1
	Enrollment	18	44	27	32	35
	FTES	1.9	4.1	2.1	2.9	3.2
	FTEF	0.25	0.24	0.24	0.24	0.24
	WSCH	56	169	86	119	132
	Avg Enrl/Section	18	44	27	32	35
	Avg FTES FTEF	7.48	16.96	8.69	12.00	13.24
	Avg WSCH FTEF	224	699	356	492	546
ACCT-103	# of Sections	2	2	2	2	2
	Enrollment	58	61	54	59	58
	FTES	5.4	3.6	3.5	3.3	4.0
	FTEF	0.43	0.43	0.43	0.43	0.43
	WSCH	211	222	214	202	247
	Avg Enrl/Section	29	31	27	30	29
	Avg FTES FTEF	12.46	8.31	7.98	7.54	9.23
	Avg WSCH FTEF	487	512	494	466	570
ACCT-104	# of Sections	1	2	2	2	2
	Enrollment	31	55	42	34	39
	FTES	1.9	3.2	2.9	1.7	2.5
	FTEF	0.18	0.35	0.35	0.35	0.35
	WSCH	86	148	135	80	114

	Avg Enrl/Section	31	28	21	17	20
	Avg FTES FTEF	10.20	9.14	8.37	4.94	7.03
	Avg WSCH FTEF	469	423	386	229	326
ACCT-194	# of Sections	1	1	1	1	1
	Enrollment	17	18	28	11	18
	FTES	1.5	1.8	2.1	0.8	1.8
	FTEF	0.20	0.20	0.20	0.20	0.20
	WSCH	45	54	63	24	54
	Avg Enrl/Section	17	18	28	11	18
	Avg FTES FTEF	7.50	9.00	10.50	4.00	9.00
	Avg WSCH FTEF	225	270	315	120	270
BUAD-6	# of Sections	4	7	4	6	7
	Enrollment	118	158	155	157	213
	FTES	10.4	13.6	14.0	13.6	20.0
	FTEF	0.80	0.80	0.80	0.73	1.40
	WSCH	313	408	420	408	609
	Avg Enrl/Section	30	23	39	26	30
	Avg FTES FTEF	13.00	15.50	17.50	15.88	14.29
	Avg WSCH FTEF	391	465	525	476	435
BUAD-10	# of Sections	20	21	20	19	21
	Enrollment	662	653	627	640	667
	FTES	56.6	62.1	57.8	59.9	64.0
	FTEF	3.20	3.60	3.20	3.15	3.33
	WSCH	1,719	1,876	1,752	1,817	1,915
	Avg Enrl/Section	33	31	31	34	32
	Avg FTES FTEF	17.25	16.68	16.66	17.56	17.09
	Avg WSCH FTEF	524	505	508	536	522
BUAD-15	# of Sections	5	5	2	4	2
	Enrollment	69	73	41	22	58
	FTES	6.5	7.4	4.0	2.1	5.5
	FTEF	0.40	0.40	0.40	0.20	0.40
	WSCH	195	222	119	64	169
	Avg Enrl/Section	14	15	21	6	29
	Avg FTES FTEF	12.00	14.25	10.00	5.15	13.75
	Avg WSCH FTEF	368	430	298	160	423
BUAD-45	# of Sections	10	12	10	10	12
	Enrollment	215	216	173	156	223
	FTES	19.7	20.0	15.1	13.9	21.6
	FTEF	1.37	1.40	1.40	1.40	1.97
	WSCH	595	600	452	421	659
	Avg Enrl/Section	22	18	17	16	19
	Avg FTES FTEF	12.31	11.29	9.36	9.14	10.10
	Avg WSCH FTEF	371	341	280	277	309
BUAD-66	# of Sections	9	5	8	8	8
	Enrollment	209	176	198	187	160
	FTES	18.0	16.1	18.6	17.2	14.8
	FTEF	1.20	1.00	1.20	1.14	1.20

	WSCH	548	491	566	524	454
	Avg Enrl/Section	23	35	25	23	20
	Avg FTES FTEF	13.42	16.10	14.33	14.00	11.42
	Avg WSCH FTEF	409	491	437	427	351
CIS-1	# of Sections	32	37	40	54	52
	Enrollment	987	1,090	1,121	1,346	1,410
	FTES	99.7	118.3	109.4	136.6	143.1
	FTEF	6.78	8.95	8.23	8.23	8.47
	WSCH	3,335	4,074	4,087	4,935	5,133
	Avg Enrl/Section	31	29	28	25	27
	Avg FTES FTEF	14.69	13.18	12.05	12.50	12.73
	Avg WSCH FTEF	493	456	464	483	500
CIS-20	# of Sections	2	2	2	2	2
	Enrollment	65	69	66	71	69
	FTES	2.3	2.2	2.0	2.2	2.2
	FTEF	0.18	0.18	0.18	0.18	0.18
	WSCH	85	100	94	101	102
	Avg Enrl/Section	33	35	33	36	35
	Avg FTES FTEF	12.38	12.34	11.66	12.34	12.57
	Avg WSCH FTEF	463	571	537	577	583
CIS-23	# of Sections		1	1	1	1
	Enrollment		27	32	33	30
	FTES		3.3	2.8	3.1	3.0
	FTEF		0.24	0.24	0.24	0.24
	WSCH		100	115	128	123
	Avg Enrl/Section		27	32	33	30
	Avg FTES FTEF		13.78	11.58	12.83	12.41
	Avg WSCH FTEF		414	476	530	509
OAS-10	# of Sections	16	22	21	25	30
	Enrollment	388	476	425	578	714
	FTES	10.6	18.1	17.5	23.8	28.3
	FTEF	0.92	1.94	0.70	0.79	0.79
	WSCH	367	629	595	769	898
	Avg Enrl/Section	24	22	20	23	24
	Avg FTES FTEF	11.43	9.33	12.76	12.24	11.26
	Avg WSCH FTEF	400	326	530	491	475
OAS-11	# of Sections	2	2	2	2	2
	Enrollment	63	69	63	69	63
	FTES	2.4	2.3	2.0	2.2	2.2
	FTEF	0.18	0.18	0.18	0.18	0.18
	WSCH	90	107	91	103	104
	Avg Enrl/Section	32	35	32	35	32
	Avg FTES FTEF	13.09	13.14	11.26	12.80	12.74
	Avg WSCH FTEF	491	611	520	589	594
OAS-51	# of Sections	15	12	10	12	8
	Enrollment	321	268	268	292	205
	FTES	42.5	30.9	29.0	32.9	20.8

	FTEF	3.19	2.70	2.45	2.41	1.71
	WSCH	1,386	1,247	1,220	1,298	919
	Avg Enrl/Section	21	22	27	24	26
	Avg FTES FTEF	10.27	9.07	10.06	9.34	9.18
	Avg WSCH FTEF	338	376	458	396	405
OAS-64	# of Sections	6	6	6	6	5
	Enrollment	170	190	160	130	121
	FTES	7.3	4.5	3.9	2.1	2.0
	FTEF	0.45	0.45	0.45	0.45	0.38
	WSCH	251	267	234	191	185
	Avg Enrl/Section	28	32	27	22	24
	Avg FTES FTEF	16.00	9.96	8.58	4.58	5.28
	Avg WSCH FTEF	558	593	520	424	493
Grand Total	# of Sections	149	160	151	173	175
	Enrollment	2,549	2,670	2,570	2,766	2,860
	FTES	351.1	374.0	349.9	377.9	409.1
	FTEF	23.65	27.17	25.01	24.19	26.35
	WSCH	11,315	12,699	12,268	13,087	14,092
	Avg Enrl/Section	17	17	17	16	16
	Avg FTES FTEF	13.89	12.74	12.60	12.45	12.59
	Avg WSCH FTEF	452	443	462	458	463

Fall 2017 Program Review
Success and Retention

Course Name	Title		Academic Year				
			2012-13	2013-14	2014-15	2015-16	2016-17
ACCT-2	Intro to Financial Accounting	Success	66.53%	59.02%	60.80%	75.61%	72.29%
		Retention	82.04%	78.20%	79.90%	84.39%	81.39%
ACCT-4	Intro to Managerial Accounting	Success	83.20%	68.00%	77.68%	79.17%	79.14%
		Retention	88.80%	87.20%	86.61%	86.46%	89.21%
ACCT-101	Basic Accounting I	Success	64.73%	57.29%	59.28%	66.10%	66.35%
		Retention	83.93%	78.89%	82.99%	89.27%	86.06%
ACCT-102	Basic Accounting II	Success	71.43%	71.43%	50.00%	93.10%	88.57%
		Retention	78.57%	95.24%	59.09%	96.55%	97.14%
ACCT-103	Computerized Accounting	Success				85.71%	70.97%
		Retention				95.92%	85.48%
	PC Accounting	Success	82.69%	78.18%	75.00%		
		Retention	86.54%	96.36%	88.46%		
ACCT-104	Payroll Accounting	Success	64.29%	72.92%	43.18%	70.37%	71.79%
		Retention	85.71%	93.75%	68.18%	85.19%	87.18%
ACCT-194	Income Tax	Success	60.00%	61.11%	66.67%	87.50%	66.67%
		Retention	80.00%	72.22%	76.19%	100.00%	66.67%
BUAD-6	Business Law	Success	70.19%				
		Retention	82.69%				
	Business Law I	Success		77.61%	77.14%	71.22%	73.79%
		Retention		85.82%	89.29%	86.33%	89.81%
BUAD-10	Introduction to Business	Success	73.29%	71.43%	64.14%	64.72%	72.37%
		Retention	88.87%	90.69%	89.66%	89.27%	90.99%
BUAD-15	Business and Society	Success	54.69%	59.46%	74.36%	66.67%	75.00%
		Retention	87.50%	86.49%	92.31%	85.71%	91.67%
BUAD-45	Human Relations on the Job	Success	69.54%	75.38%	75.82%	80.42%	82.49%
		Retention	86.80%	89.45%	88.89%	95.10%	94.47%
BUAD-66	Business Communications	Success	69.71%	66.06%	64.36%	61.11%	57.62%
		Retention	82.86%	84.24%	82.45%	76.11%	78.15%
CIS-1	Computer Literacy Workshop	Success	75.67%	68.15%	69.53%	74.40%	76.11%
		Retention	92.08%	91.91%	90.43%	91.88%	92.13%
CIS-20	Access for Windows I	Success	74.55%	80.60%	69.35%	80.00%	78.79%
		Retention	87.27%	89.55%	88.71%	93.85%	89.39%
CIS-23	Fundamentals of SQL	Success		84.00%	67.86%	61.29%	60.00%
		Retention		96.00%	89.29%	83.87%	80.00%
OAS-10	Excel for Windows I	Success	87.04%	81.82%	80.00%	88.64%	84.11%
		Retention	94.65%	95.56%	94.02%	97.16%	95.57%
OAS-11	Excel for Windows II	Success	81.03%	64.79%	72.88%	81.82%	69.57%
		Retention	91.38%	91.55%	94.92%	92.42%	94.20%
OAS-51	Intro to Keyboarding and Word	Success	69.12%	68.55%	69.46%	68.71%	75.41%
		Retention	85.66%	85.48%	85.77%	85.97%	89.62%
OAS-64	Computerized 10- Key	Success	63.98%	74.57%	72.19%	77.17%	76.19%
		Retention	92.55%	95.38%	94.70%	96.06%	98.41%
Grand Total		Success	73.21%	70.29%	69.27%	74.51%	75.71%
		Retention	88.66%	89.47%	88.54%	90.70%	91.00%

Fall 2017 Program Review
Program Awards

Award Type	Program Type - TOP61	2012-13	2013-14	2014-15	2015-16	2016-17
Associate of Science (A.S.) degree	Accounting-050200	5	8	10	5	4
Grand Total		5	8	10	5	4