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| Evergreen Valley College |
| Accounting Program Review |
| **Accounting Department** |
| Business and Workforce Division |
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| **2011** |
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| **Prepared by:** |
| **Melody Barta** |
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**DEPARTMENT/PROGRAM NAME: Accounting**

**LAST REVIEW: Spring 2004**

**CURRENT YEAR: 2011**

**AREA DEAN: Jonathan King**

**SUMMARY OF THE DEPARTMENT/PROGRAM**

The Accounting department offers two options for students to pursue Certificates of Achievement and degrees. The mission of the program is to meet the changing needs of the business accounting community and high tech industries in Silicon Valley, by providing students with the tools and technical competencies to obtain employment or to transfer to a university to pursue a bachelors degree in accounting.

The department offers an Associates of Science degree in Accounting, as well as a shorter Certificate of Achievement. An additional Certificate of Achievement is being considered that would incorporate several of the new accounting courses that have been developed over the past two years.

## PART A: Overview of Program

1. **Identify EVC’s CTA for this year.**

EVC’s commitments to action in the Student Centered category revolve around three major areas, including Access, Curriculum and Programs, and Services. Within the area of Access, the goal is to grow enrollment by 5%; while the goals under Curriculum and Programs include expanding curriculum and programs by 10%, increasing certificates, degrees and distance education by 25%, and developing new non-credit community programs. In the area of services, the goals include improving intervention programs and developing a Learning Resource Center. Along these same lines, under the area of Community Engagement, plans have been made to establish and teach three to five courses at a site off-campus.

(See the complete text of EVC’s CTA’s in Attachment 1.)

**Evergreen Valley College CTA**

**Student Centered**

|  |  |  |
| --- | --- | --- |
| **Area of Focus** | **Success Metrics** | **Commitments to Action** |
| Access | * Grow Enrollment by 5% | * Market outreach to students * Strengthen high school collaboration |
| Curriculum and Programs | * Expand the curriculum and programs by 10% * Increase certificates/degrees and distance education courses by 25% * Develop non-credit community programs | * Conduct comprehensive program review * Streamline curriculum process * Create plan to develop additional vocational/workforce programs & seek grants to support programs * Analyze existing mini-certificate programs * Assess current distance education courses |
| Services | * Increase degree/completion and transfers by 5% * Increase retention/completion rate by 10% * Decrease students on probation by 10% | * Provide students with opportunities to engage in campus life * Improve new intervention programs * Develop LRC to assist students * Create one new transfer agreement and promote transfer agreements * Ensure faculty and staff have accessible data tracking tools |

**Community Engagement**

|  |  |  |
| --- | --- | --- |
| Bring the College to the Community | * Establish 3-5 new off-site courses | * Conduct community needs assessment survey * Launch offsite classes – credit/no credit offerings |

1. **Identify your program/department’s CTA for this year.**

Within the Accounting Department, the three focus areas include the Student Centered category (Access, Curriculum and Programs) and Organizational Transformation and Community Engagement. In the area of access, the goal is to increase online and hybrid courses. In the area of Curriculum and Programs, the goals are to initiate articulation with the Central County Occupational Program, hold regular advisory committee meetings, and complete the program review in fall 2010. In the area of Organizational Transformation, the goal is to hire an additional full-time faculty member. The area of focus in Community Engagement is Curriculum and Programs. The Accounting Department is developing courses that can be offered to accounting professionals as part of their on-going educational requirements. Refer to the table below for ACCOUNTING Department CTA’s.

(See Attachment 2 for the Business and Workforce Division CTA’s)

**Accounting Department CTA**

**Student Centered**

|  |  |  |
| --- | --- | --- |
| **Area of Focus** | **Metrics** | **Commitments to Action** |
| Access | * Increase online and hybrid offerings | * Market these new formats to students on campus web site and in class schedule |
| Curriculum and Programs | * Initiate articulation with the CCOC by collaboration * Make technical advisory committee meetings an ongoing yearly activity * Complete the program review for Accounting by November 2010 | * Develop relationship with CCOC * Plan for next yearly meeting * Implement a program review for Accounting in fall semester 2010 * Gather data for topics in October 2010 * Produce review document compiled in November 2010 * Increase the number of Career Education Technology certificates |

**Organizational Transformation**

|  |  |  |
| --- | --- | --- |
| Access | * Increase number of full-time faculty members to at least two * Attend at least one state-wide conference per school year | * Hire at least one additional full-time accounting faculty member as soon as the budget permits * Have each full-time faculty member attend one conference a year |

**Community Engagement**

|  |  |  |
| --- | --- | --- |
| Curriculum and Programs | * Establish a series of hybrid or online courses * Develop courses that can be offered to accounting professionals as part of their on-going educational requirements | * Complete transformation of Bookkeeping for Small Business course into a hybrid course * Develop plan for offering additional courses in the future * Develop plan for converting additional courses into online/hybrid courses |

1. **How did your program/department meet the overall CTA of the College? Describe how your program/department met the overall CTA of the College. Describe areas where your program/department needs improvement to meet the overall CTA of the College. Describe specific plan to achieve this goal.**

EVC’s commitments to action included areas such as, growing enrollment, expanding curriculum and programs, increasing retention and developing off campus and non-credit programs. All Accounting courses have been reviewed and have gone through extensive updates and revisions. The Accounting certificates and programs will be reviewed with the next one to two school years to ensure that they are aligned with business and industry. The program review is the start of the process to begin making immediate improvements.

New class materials have already been selected and are currently being used in several of the individualized lab classes. For example, the ACCTG 30 course recently update the QuickBooks program to a more current version, and a online homework package is being investigated for ACCTG 101. Students are responding positively to these materials that are more representative of industry practices.

In the area of retention, Accounting faculty completes progress reports as requested, and meets with students on an individual, as needed, basis. As a result of this, students return to class to find out what they need to do to meet the requirements in the time that they have left in the semester. As a result, retention levels have risen in the past few semesters.

Students from various ethnic populations need additional assistance to help them succeed in their classes. Faculty usually recommends that these students enroll in classes that would increase their comprehension and language skills to allow them to progress further and complete the classes by the end of the semester. Tutoring centers are also recommended to the students to use for additional help. The students in Computerized Accounting are also guided to the business computer lab in RG-240 for additional help from lab assistants.

The Accounting Department is currently working on developing new courses geared toward the latest developments in the accounting field. For example, a new course was just developed to teach the new International Foreign Reporting Standards (IFRS). Also, one course is in the process of being converted to a hybrid offering.

1. **Identify the Following**

* **Analysis of Unmet Goals**

1. One of the crucial goals of the department is to increase the number of full-time faculty to at least two in order to provide consistent instruction to our students. Consistent instruction delivered via full-time faculty will help to greatly increase the department's retention rate in the core transfer courses (Financial and Managerial Accounting), and the success rate in the more advanced course required for the accounting degree (Cost and Intermediate Accounting). A hiring committee was formed in the fall of 2009 in order to hire an additional faculty member for the Accounting Department, however, this plan was postponed due to budget cuts throughout the state of California
2. Marketing the Accounting program to the community to attract accounting professionals to our campus to take courses is one goal. While development of these courses has commenced, the marketing plan has also been postponed due to budget cuts.

* **List Five Accomplishments**

1. Accounting Advisory Committee meetings have been held in spring 2010, and fall and spring of 2009. The Advisory Committee made several recommendations that have been reviewed by the faculty and management. (See attachment 3 for complete Advisory Committee documents.)
2. Three new accounting courses have been developed and offered, including Payroll Accounting, Accounting for Governmental and Non-Profit Entities and Individual Income Tax CTEC.
3. Courses are being updated and revised with a goal of completion in fall 2010. Faculty and staff have revised courses to reflect the new QuickBooks 2010 software, as well as updates to Cost Accounting, Intermediate Accounting, Accounting for Income Taxes and Bookkeeping for Small Business. The course revision process began in Fall 2009. All courses with the exception of Bookkeeping for Small Business have been updated through the All College Curriculum Committee. The updated current textbooks and student learning outcomes are being used by faculty and incorporated in their syllabi. The table in Part C: Student Outcomes is a projection of completion dates for course revisions.
4. The full-time faculty member attended one statewide conference in January 2009, and has attended a nationwide focus group in October 2010.
5. The accounting department has developed a relationship with the San Jose chapter of the California Society of Certified Public Accountants. Through this relationship, the Society has granted two scholarships to EVC accounting students, and begun inviting the accounting faculty to local educational seminars. A third scholarship is in process.

* **List Three New Initiatives**

The lecture and lecture/lab course approach that is currently used is working successfully. However, different delivery methods that could be used such as, online and hybrid courses have been discussed. This has been taken into consideration in the course revision process. One course is in the process of being converted to a hybrid course, and will serve as a test case for evaluating the success of this delivery method for the accounting courses. Ongoing review of the programs with the Advisory Committee will ensure that courses are taught effectively and continue to be viable to the program.

1. Revise Accounting course outlines for the following courses:
   1. ACCTG 020
   2. ACCTG 021

Other courses will follow once these are completed. This is an ongoing process. (See the table in Part C under Student Outcomes for a complete list.)

1. Analyze the success of the newly offered hybrid course, and convert additional courses to online or hybrid offerings based on those findings.
2. Develop a new brochure which will highlight the Accounting certificate and degree programs, and revise the Accounting web page on the EVC website to reflect current programs. Also, develop a marketing strategy to inform locally based accounting professionals about our current accounting programs available to them through EVC.
3. **State the goals and focus of this department/program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.**

The goals and focus of the Accounting department are to:

* Revamp and streamline the course offerings so that program certificates are in alignment with the demands for specific careers and jobs in business and industry.
* Implement the suggestions and recommendations of the Accounting Advisory Committee

The points below are a summary of the suggestions from the Advisory Committee. (Refer to Attachment 3 for complete minutes of the Advisory Committee meetings.)

1. Develop an Accounting course on Budgeting.
2. Develop a course in Accounting or Business in the field of Business Ethics.
3. Develop a short Certificate of Specialization in Accounting
4. Incorporated more math and computer skills into our current curriculum.

* Develop a Accounting brochure to include updated information about new and updated courses and/or certificates offered in the Accounting programs.
* Provide more opportunities for both faculty and staff to attend conferences and professional development workshops. These can also include online classes and webinars.

**6. Identify current student demographics. If there are changes in student demographics, state how the program is addressing these changes.**

The student demographics shown here were from fall 2009. In regard to ethnicity, the following groups were listed by total numbers and percentages:

**EVC Student Demographics for Fall 2009**

|  |  |  |
| --- | --- | --- |
| **Ethnicity** | **Total Students** | **Percent of Total** |
| **African/American** | 446 | 4% |
| **Asian** | 672 | 6% |
| **Asian/Cambodian** | 137 | 1% |
| **Asian/Chinese** | 209 | 2% |
| **Asian/Indian** | 211 | 2% |
| **Asian/Vietnamese** | 1663 | 16% |
| **Filipino** | 740 | 7% |
| **Latina/o** | 3091 | 29% |
| **Native American** | 51 | 1% |
| **Pacific Islander** | 83 | 1% |
| **White** | 952 | 9% |
| **Other** | 2261 | 22% |

**Accounting Student Demographics, Success and Retention Percentages: Fall 2008 & Fall 2009\***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Fall 2008** | | | **Fall 2009** | | | **Fall to Fall % Point Change** | |
| **Ethnicity of Students** | % Seatcount | % Retention | % Success | % Seatcount | % Retention | % Success | % Retention | % Success |
| **African-American** | 4% | 33% | 30% | 3% | 86% | 64% | 52.4% | 34.3% |
| **Asian (All Other)** | 14% | 60% | 58% | 9% | 84% | 84% | 24.6% | 26.6% |
| **Asian/Cambodian** | 1% | 50% | 30% | 1% | 50% | 50% | 0% | 20.0% |
| **Asian/Chinese** | 4% | 52% | 52% | 6% | 75% | 75% | 23.1% | 23.1% |
| **Asian/Indian** | 4% | 37% | 33% | 3% | 67% | 67% | 30.0% | 33.3% |
| **Asian, Vietnamese** | 33% | 53% | 51% | 33% | 81% | 73% | 28.4% | 22.6% |
| **Filipino** | 5% | 58% | 50% | 6% | 88% | 69% | 30.1% | 19.2% |
| **Latina/o** | 20% | 51% | 44% | 20% | 87% | 69% | 35.7% | 25.7% |
| **Native American** | 1% | 50% | 50% | 1% | 100% | 100% | 50.0% | 50.0% |
| **Pacific Islander** | 1% | 60% | 50% | 1% | 100% | 100% | 40.0% | 50.0% |
| **White** | 8% | 48% | 43% | 7% | 86% | 86% | 37.4% | 42.4% |
| **Other/Unknown** | 5% | 50% | 47% | 12% | 86% | 80% | 36.0% | 32.6% |
| **Average** |  | 52% | 48% |  | 83% | 74% | 34.1% | 26.8% |

\*(See Attachment 4 for statistics on retention and success rates fall 2006-spring 2008)

**Accounting Student Demographics, Success and Retention Percentages: Spring 2009 & Spring 2010\***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Spring 2009** | | | **Spring 2010** | | | **Spring to Spring Fall % Point Change** | |
| **Ethnicity of Students** | % Seatcount | % Retention | % Success | % Seatcount | % Retention | % Success | % Retention | % Success |
| **African-American** | 4% | 48% | 48% | 2% | 90% | 80% | 41.9% | 31.9% |
| **Asian (All Other)** | 12% | 52% | 51% | 9% | 83% | 83% | 31.0% | 32.2% |
| **Asian/Cambodian** | 1% | 50% | 50% | 1% | 100% | 100% | 50.0% | 50.0% |
| **Asian/Chinese** | 4% | 53% | 53% | 4% | 100% | 100% | 46.7% | 46.7% |
| **Asian/Indian** | 4% | 43% | 39% | 4% | 76% | 71% | 33.6% | 31.3% |
| **Asian, Vietnamese** | 34% | 50% | 48% | 33% | 91% | 88% | 41.1% | 39.8% |
| **Filipino** | 5% | 38% | 35% | 5% | 90% | 86% | 52.6% | 50.6% |
| **Latina/o** | 17% | 50% | 47% | 20% | 79% | 67% | 28.7% | 20.7% |
| **Native American** | 0% | 0% | 0% | 1% | 100% | 100% |  |  |
| **Pacific Islander** | 1% | 63% | 63% | 1% | 100% | 100% | 37.5% | 37.5% |
| **White** | 7% | 51% | 51% | 8% | 97% | 97% | 46.3% | 46.3% |
| **Other/Unknown** | 9% | 45% | 42% | 12% | 88% | 80% | 42.2% | 38.2% |
| **Average** |  | 49% | 47% |  | 88% | 83% | 38.7% | 35.8% |

\*(See Attachment 4 for statistics on retention and success rates fall 2006-spring 2008)

The demographics indicate that there is a large Asian/Vietnamese and Latina/o student population. From fall 2008-2009, the highest retention change was 52.4% and the highest success change was 50.0%. From spring 2009-2010, the highest retention change was 52.6% and the highest success change was 50.6%. The average change from fall to spring increased from 31.4% to 38.7% for retention and from 26.8% to 35.8% for success. In past years, the division has discussed suggestions on how to increase student retention. Some of these suggestions are still being used today such as, sending reminders (emails) to students if they have been absent for a time. Another method is to do progress checks on the student’s performance in class and provide feedback to the student. Student contact via email or one-on-one is vital in the retention process. The different programs like EOP&S, CalWorks, Enlace, Aspire, and Affirm that send out progress reports to be completed for the program and the students are also helpful in the retention process.

Other recommendations include addressing the overall low success rates and low success in students of color is to collaborate with the Counseling Department to find out how we can best assist these students so that they could improve.

* Identify students at risk.
* Utilize the Early Alert System
* Provide access to support these students.
* Provide ongoing faculty presentations to the Counseling Department about the accounting program and careers in the accounting field.
* Provide financial assistance to students via VTEA funds (instructional assistants).

**7. Identify enrollment patterns of the department/program in the last 6 years and analyze the pattern.**

In regard to the highest and lowest enrollment patterns in the ACCOUNTING department within the last 4 years, 2 courses had an average enrollment of 40 students (or higher) on an annual basis. The highest enrolled courses have included the following:

**Highest Enrolled Courses in the ACCOUNTING Department**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Accounting Classes with the Highest Enrollment** | **Enrollment**  **Spring, Summer and Fall 2006** | **Enrollment**  **Spring, Summer and Fall 2009** | **Change 2006 to 2009** | **Average Annual Enrollment Over Five Year Period\*** |
| ACCTG 20 – Financial Accounting | 411 | 374 | -37 | 376 |
| ACCTG 21 – Managerial Accounting | 223 | 219 | -4 | 213 |
|  |  |  |  |  |

\*See the following table for year by year statistics.

**Year by Year Enrollment Statistics for Highest Enrolled Courses**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ACCOUNTING Classes with the Highest Enrollment** |  | **Enrollment**  **Spring, Summer and Fall 2006** | **Enrollment**  **Spring, Summer and Fall 2007** | **Enrollment**  **Spring, Summer and Fall 2008** | **Enrollment**  **Spring, Summer and Fall 2009** |
| ACCTG 20 – Financial Accounting |  | 411 | 327 | 403 | 374 |
| ACCTG 21 – Managerial Accounting |  | 223 | 206 | 183 | 219 |

\*See the following table for year by year statistics. (Also, see Attachment 5 for more enrollment data.)

The lowest enrolled class in the Accounting Department is the only class to have an average enrollment of less than 25 students. There is no historical data for this course, as it was first offered in Fall 2009.

(See item 8 for more detailed information on classes offered concurrently.)

**Lowest Enrolled Courses in the Accounting Department**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Accounting Classes with the Lowest Enrollment** | **Enrollment**  **Spring, Summer and Fall 2006** | **Enrollment**  **Spring, Summer and Fall 2009** | **Change 2005 to 2008** | **Average Annual Enrollment Over Five Year Period\*** |
| ACCTG 22 – Payroll Accounting | 0 | 16 | 16 | 16 |
|  |  |  |  |  |

\*See the following table for year by year statistics. (Also, see Attachment 5 for more enrollment data.)

**Year by Year Enrollment Statistics for Lowest Enrolled Courses**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Accounting Classes with the Lowest Enrollment** |  | **Enrollment**  **Spring, Summer and Fall 2006** | **Enrollment**  **Spring, Summer and Fall 2007** | **Enrollment**  **Spring, Summer and Fall 2008** | **Enrollment**  **Spring, Summer and Fall 2009** |
| ACCTG 22 – Payroll |  | 0 | 0 | 0 | 16 |

\*See the following table for year by year statistics. (Also, see Attachment 5 for more enrollment data.)

**Other Indicators regarding Enrollment Patterns**

In fall 2006, the total enrollment at Census for all of the Accounting courses was 413 students. That number remained fairly constant at 424 students by fall 2009 semester. Based on these two semesters, the department experienced a slight (3%) increase in students. (See the table below for year to year statistics.)

Fall Summer Spring Total

2006 413 38 363 845

2007 371 43 319 733

2008 454 29 328 811

2009 424 43 408 893

1. **Identify department/program productivity.**

Out of 8 Accounting courses, only 1 had less than 20 students per average enrollment. The low enrollment in this one course was due to the course being newly offered. The enrollment is this course is expected to steadily increase over the next few semesters. To aid in this increase in enrollment, a short certificate will be developed incorporating this new course.

The remaining 7 courses had sufficient enrollments. These courses are requirements or a prerequisite to another class or have similar course content to a major interest that students are pursuing. These accounting courses provide students the opportunity to learn a skill or enhance their skills.

1. **Identify student success rate and patterns within the department/program.**

In reviewing the success rates and patterns within the Accounting department, the data indicated that in the Fall 2006 semester, out of a total of 413 students completing a class, 338 students (82%) passed with a grade of 70 or higher, and 75 students (18%) received a grade lower than 70%.

Comparatively, in the Fall 2009 semester, while the overall enrollment in the Accounting department increased slightly to 424, the students completing a class fell to 352. However, the success rates increased to 90%. Out of a total enrollment of 352 students, 316 students (89.77%) passed with a grade of 70% and above, and 36 students (10%) scored less than 70%.

**10. If the program utilizes advisory boards and/or professional organizations, describe their roles.**

The Accounting Advisory Committee meets with the Accounting faculty twice a year during a joint CTE advisory meeting for all of the departments. These meetings are held during the months of October and May. The board members are professionals who work directly in the field of accounting. Accounting faculty selects members by contacting professionals who may be interested or have expressed an interest in the Advisory Board. These meetings normally start at 5:30 and end at 7:30 p.m. The Accounting Advisory Committee discusses new job trends and employment projections, as well as makes recommendations for the development of courses, certificates, and degree programs that will prepare students for the workplace. These recommendations are recorded in the minutes of each meeting, and are subsequently reviewed by the Dean and faculty members.

(See Attachment 3 for Advisory Committee documents)

**Part B: Curriculum**

1. **Identify all courses in the program and describe how the courses offered in the program meet the needs of the students and relevant discipline(s).**

There are about 10 courses currently in the division, and one additional course being developed. (See course list on pages 16-17). The majority of the courses that are taught are part of a certificate or degree program. The courses that are not part of the certificate or degree programs are standalone courses that could be taken as an elective. The courses also serve as review courses for students who return to school, change their major, or want to upgrade their skills.

The division has a number of students who take courses for personal use or for job advancement. These students usually do not enroll for certificates or degrees.

(See the Attachment 6 for the Accounting major sheet.)

1. **State how program has remained current in the discipline(s).**

Courses remain active as prescribed in the catalog and curriculum. Reviews are done annually or whenever necessary by the dean and respective faculty to ensure that all courses are updated and revised to meet the needs of the students and keep abreast of current trends. Advisory meetings are held annually. Recommendations made by the advisory board are taken into consideration when updates and revisions are made.

The faculty remains current in their discipline by attending workshops and conferences or continuing education. They seek out workshops and professional credit courses, which help faculty remain current in the latest accounting developments.

Textbooks and materials are regularly reviewed to ensure that the most recent editions are being used in the course. The evaluation of the course content is also done regularly to align program changes and to keep courses current with needs for business and the community. Programs and certificates are reviewed on a regular basis for validity to industry requirements and demands. Advisory committees are very helpful in decisions regarding changes to these programs and certificates.

1. **All course outlines in the program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process. (curriculum recency)**

The majority of the courses have been revised and updated. Courses that are no longer being taught have been deactivated.

The degree and certificate programs are being updated for the deletion of one course in the BIS department.

1. **Identify and describe innovative pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

Course outlines now include Student Learning Outcomes. The course requirements, course content, and testing tools have been revised to assist students in meeting the Student Learning Outcomes.

Accounting Lecture courses: Most accounting courses offered are lecture courses that are offered to meet the degree program requirements. Two such courses are Financial Accounting and Managerial Accounting. These two courses are vital in preparing the students for employment, and are transferable to both the CSU and UC systems. Financial Accounting is taught using a hands-on approach. Realistic accounting situations are covered to provide opportunities for students to complete the accounting cycle for a fictitious company. Managerial Accounting develops the students’ analytical skills by teaching decision making using accounting information .

Accounting Lecture/Lab courses: There are two Accounting lecture/lab courses. One, Computerized Accounting, is designed to teach students software that is used in industry.  The other, Bookkeeping for Small Business, teaches accounting princip[les and procedures using simulation activities.

1. **Discuss plans for future curricular development and/or program (degrees & certificated included) modification. Use the Curriculum Mapping form to lay out your plan.**

Recently, two courses were approved by the All College Curriculum Committee. One, Bookkeeping for Small Business, was updated, and will soon be modified to make it available as a hybrid course. The second, International Financial Accounting Standards, has been created to address new accounting standards that will be adopted for use in the United States by the 2015.

1. **Describe how your program is articulated with the High School Districts, CCOC (if applicable), and /or other four year institutions. (Include articulation agreements, common course numbering, etc.)**

An articulation agreement exist between Evergreen Valley College and local high schools and 4-year institutions. Plans are being made to initiate articulation agreements with? and is being investigated for the Central County Occupational Center.

(See Attachment 7 for articulation agreement information)

1. **If external accreditation or certification is required, please state the certifying agency and status of the program.**

None.

**Part C: Student Outcomes**

1. **On the course level, list all the courses that have current student learning outcomes (included in the course outline) and provide link to the course outlines for review purpose. Provide a plan and timeline to include student outcomes for the courses that do not have one.**

Current student learning outcomes can be found at the following site: \\Do\_data\_whse\R&P\Curriculum\Course Outlines\6 - Final). The courses in the table below have been revised and updated, so that student learning outcomes will be included or updated.

**Accounting Courses**

**Course Number Course Name Year Last Revised**

ACCTG 020 Financial Accounting 2007

ACCTG 021 Managerial Accounting 2007

ACCTG 022 Payroll Accounting 2009

ACCTG 030 Computerized Accounting 2010

ACCTG 041 Accounting for Governmental and Non-Profit 2008

ACCTG 062 Cost Accounting 2009

ACCTG 063 Intermediate Accounting 2009

ACCTG 095 Individual Income Tax CTEC Approved 2009

ACCTG 097 Accounting for Income Taxes 2009

ACCTG 101 Bookkeeping for Small Business 2011

1. **On the program level, list all programs (and degrees) that have current student learning outcomes and provide the culture of evidence.**

Current Student Learning Outcomes: Programs and degrees are available by going to: \\Do\_data\_whse\R&P\Curriculum\ProgramApproval)

**List degrees and certificates**

**Degrees:**

* Accounting

**Certificates of Achievement:**

* Accounting

**Certificates of Achievement (New Proposals which will be submitted in the near future):**

* Small Business Accounting

**Part D: Faculty and Staff**

1. **Current faculty and staff members, area of expertise, how positions contribute to program success**
2. **List major professional development activities completed by faculty and staff in this department/program in the last six years and state proposed development and reasoning by faculty in this program.**

**Faculty**

**Melody Barta, CPA,** Accounting Faculty, B.S. San Jose State University; M.S. Taxation, San Jose State University.

Melody has worked extensively in industry, and taught in several community colleges. Her area of expertise is in accounting and taxation. She taught as an adjunct faculty member at Gavilan, Mission/West Valley, and San Jose/Evergreen districts. She is currently working full time at Evergreen Valley College since fall of 2008.

**Area of Expertise:**  She has been teaching the following courses at Evergreen:  ACCTG 020, ACCTG 021, and ACCTG 030.

**How does my position contribute to program success?**  My degrees are in business with an emphasis in accounting and taxation.  I have many years of industry experience in the financial accounting and taxation areas.  My teaching experience has been in various community colleges.  I have also conducted seminars and workshops on business topics. These experiences have been very helpful in my class; the industry experience has been especially effective in my lecture classes. I am able to share the hands-on experience (industry) with my students, and utilize my work experience from working in the accounting industry to create, develop, and keep our programs and courses current with the needs of the accounting industry.

**Professional Development in the past two years:**

1. Revised and updated Accounting courses and programs.
2. Attended accounting and technology workshops.
3. Participated in presentations to regional occupational center.
4. Participated in diversity related activities.
5. Participated in college accreditation process

**Proposed Professional Development activities:**

1. Pursue the establish an internship for accounting students This will provide real world experience and establish a connection and viable relationship with the employment sector.
2. Attend additional seminars and workshops in order to stay current with the changing accounting standards.
3. Visit local high schools to promote programs. This will help make the transition to college easy for the students, and reap benefits for both the students and the college.
4. Develop a relationship with the accounting program at San Jose State University. This will help our transfer students, which is the majority of the accounting students, make a smooth transition to the University.

.**Adjunct Faculty:**

**Fayez El Giheny**

**Fayez El Giheny** earned a MS in Business Administration from San Francisco State University in 1998, and also holds BS degrees in Accounting and Management. He has taught Accounting classes at Evergreen Valley College, CIS classes at Berkeley City College (formerly Vista Community College) since 1999, and has taught CIS, accounting, and other business courses at Napa Valley College, College of Alameda, Chabot College, and Heald College. He also has experience in database design and management, entrepreneurism, and business operations, as well as non-profit organization development and other public service activities.  By utilizing implementing his extensive background including numerous years of in-the-field experience to his teaching, Fayez adds value to EVC’s accounting program. He is an asset to his and his students by because he provides providing both the theoretical and practical knowledge necessary to successfully master and apply accounting skills in the real world.

**Remy Welling**

My educational background includes the following:

Bachelor of Arts Degree in Biology from the State University of New York at Buffalo, where I graduated Phi Beta Kappa and Magna Cum Laude in June 1975, including 2 years of chemistry (inorganic and organic), physics and calculus.

Masters in Professional Accounting from the **University of Texas at Austin**, consistently recognized by U. S. News and World Report as the number one graduate accounting program in the United States (above Wharton School of Business).

My work background relating to teaching includes the following:

San Jose City-Evergreen Valley Community College District (Fall 2007 through Present)

Los Altos Town Crier (October 2005 through Present): As a Freelance Journalist, I write a column called “*Many Happy Returns*” for the “*Los Altos Town Crier”*. My column addresses Federal Income Tax Issues.

Internal Revenue Service (over 22 years)

**Arthur T. College II**

My work experience includes 20 years in local government where I have served as City Manager, Assistant City Manager, Executive Director for the Redevelopment Agency (RDA), Assistant Director for the RDA, Director of Finance, Human Resources Director, Data Processing Manager, Risk Manager and Purchasing Agent. I was also Certified as a California Certified Municipal Treasurer. I have served as the Executive Director of a Non-Profit and as the Controller for a Non-Profit. In addition, I have been a teacher since 1977 and I have taught part-time and full-time over the years. I developed a “Certificate Program” in Accounting for Governmental and Non-Profit Organizations in the 1980’s that is still in existence at the University of California at Riverside California. I also have 15 years in private industry as a machinist, Quality Control Manager and partner. I have an MBA in Accounting and Finance from California State University, San Bernardino, CA.

I believe that my background and experience helps to bring the real world to the classroom as I can share many of my personal experiences with my students and my background in Accounting for Governmental and Non-Profits brings an additional dimension to the curriculum for business and accounting majors at Evergreen Valley College.

**Michael Breuleux**

I practiced law for 11 years in San Jose. My legal experience includes litigation, business and commercial law and estate planning. I have worked in industry and consulted with small businesses for 23 years. My work has included preparation of business plans, marketing projections and tax returns for small businesses. I have prepared capital budgets, cash projection analyses, A?R reconciliations and liquidity forecasts for several companies. My professional affiliations include: Pacific Western Bank, Fairchild Weston Corporation, Cardiometrics, Inc., and Pharmasonics – all of Santa Clara County. I have an undergraduate degree from Stanford University. I have an MBA degree with an emphasis in accounting and finance and a JD degree with an emphasis in business and commercial law. Both graduate degrees are from Santa Clara University. With my experience in accounting, finance and law, I am able to bring into the classroom many real life business experiences. I am able to relate to our students how accounting functions in business; and how what is taught from the textbook is relevant to a business environment and how accounting is important to a student’s business career.

**Bob Brown**

Bob has a B.S. degree in Mathematics from Cal Poly, San Luis Obispo, California Secondary Teaching Credential, and M.B.A. from Santa Clara University. Six years teaching experience at the high school level. Over 25 years experience working for several high tech companies in a variety of accounting and finance positions, including executive positions at Novell, Legato Systems, and Amphire Solutions. He is experienced managing both financial, managerial, and cost accounting departments in small and large sized companies. 7 years as an adjunct accounting instructor at several community colleges.

His teaching goals in all my classes are 1) to interest the students, and 2) provide an opportunity for them to succeed. His experience working in accounting enables me to give the students a feel for what working in a business is really like. I try to relate the lessons to actual experiences, both good and bad but always interesting. His teaching experience, both at the high school and community colleges has enabled me to understand all types of students, and help them be successful.

**George Chow**

George earned his M.S. (Tax) from Golden Gate University.  He completed his B.B.A. from The University of Toledo.

He has been operating his G C Tax Institute tax practice since 1986.  He offers continuing education classes for real estate and tax preparer licenses, as well as updates for IRS auditors.  His firm provides all aspects of tax service and ancillary support, including tax preparation, audit and planning.

George has been an instructor for the San Jose/Evergreen Community College District since 1988.

**David Pan**

David Pan started his teaching career at Evergreen Valley College in the fall of 2000. Currently he teaches at both Evergreen Valley College and San Jose City College. He has taught Intermediate Accounting, Cost Accounting, Financial Accounting, Managerial Accounting and Bookkeeping for Small Business.

In 1987, David Pan earned s BS Accounting from San Francisco State University with Summa Cum Laude. While at SFSU, he worked as an intern in the banking industry. After his graduation, he worked for both public and private sectors of a wide range of industries, taking responsibilities as staff accountant to controller. Since early 1990s, he has started his own practice. His clients are locally situated, but some of their businesses are connected worldwide.

Using his practical experiences and real cases/stories as the ingredients for his lectures, David Pan shortens the distance between the classroom and the real world and connects the book and the job.

1. **Identify current schedule for tenure review, regular faculty evaluation, adjunct faculty evaluation, and classified staff evaluation.**

Currently, there is one in the Accounting Department full-time faculty, and she is currently in her tenure review. In regard to regular faculty evaluations, tenured faculty members are evaluated every three years; adjunct faculty members are evaluated every six semesters of employment at EVC.

There are no permanent classified staff members in the Accounting department.

**Describe the departmental orientation process (or mentoring) for new full-time and adjunct faculty and staff. (Please include student workers such as tutors and aides.)**

Each new full-time faculty member on a tenure track is assigned a mentor, who consequently serves on the Tenure Review Committee of that person. The new faculty member is guided by the same mentor until they are granted tenure after their fourth year at EVC. If, however, the mentor happens to retire or leave the college before the new faculty member/mentee is granted tenure, steps are taken to find a replacement until the new faculty member completes his/her fourth year at EVC.

For new adjunct faculty members, they are mentored by the Dean and the full-time faculty member in the Accounting department. In addition to departmental orientation within the Accounting Department, Evergreen Valley College has a Teaching and Learning Center which provides orientation sessions at the beginning of each semester. These sessions provide new faculty with pertinent information about all of the resources that they are entitled to as employees of the San Jose Evergreen Community College District. However, these sessions have been temporarily suspended due to budgetary constraints.

**Part E: Facilities, Equipment, Materials and Maintenance**

1. **Identify the facilities allocated to the program (including the facilities often used by the department/program). Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program. (Faculty and staff can use the Instructional Equipment request form and process here as part of the information.) Identify facility needs and its rationale.**

Although improvements can be made, with the completed renovation of the Cedro Building, the current quality of the facilities meets the program needs. As the department is currently structured, the classroom space and equipment meet the needs of the faculty and students.

1. **Describe the use and currency of technology used to enhance the department/ program. Identify projected needs and rationale.**

EVC has upgraded and renovated the Cedro Building so that the Smart classrooms are equipped with computers, overhead projection as well as online access. This makes it possible for students to access and share a wealth of information from around the world and aid in their personal and professional growth. The renovation of the Roble building, when complete, will expand this updated access to include all of our accounting students.

The one computerized class is held in RF-234. RF-234 is 1200 sq. ft., has 31 Intel Pentium 4 CPU, 3.0 GHz processors with 1 GB of RAM and 110 GB hard drives and is used for ACCOUNTING, CIT and Accounting classes. This room is also used for BIS and computer programming courses. The computer accounting application taught, QuickBooks, is upgraded annually in order to be teaching the current version of the program. Maintenance is done by the Campus Technology Support and Services with help from a part-time department technician.

**Identify projected needs and rationale.**

The QuickBooks program will need to be continuously updated as new versions of the software are released. Furthermore, the computers running the software will need to be regularly maintained and upgraded to insure proper functionality of the software. Also, the accounting tutorials that were previously used in the Business computer lab (RG-240) cannot run under the Windows 7 operating system. New tutorials will need to be purchased to replace these outdated tutorials. In light of the ever increasing cost of textbooks, funds should be made available to purchased accounting textbooks to place on reserve the EVC’s library.**Part F: Future Needs**

1. **What faculty positions will be needed in the next six years in order to maintain or build the department?**

It is critical to the existence of the Accounting department to hire at least one more full-time faculty. The department was formerly run by two full-time tenured faculty, with one other full-time tenured faculty from the ACCOUNTING department teaching 2 accounting courses per semester. The department currently has one full-time faculty who has not yet reached tenure. Because of the budget cuts that are taking place throughout the California Community College system, plans to hire new faculty has been put on hold until the economy becomes more stabilized. However, relying too heavily on adjunct faculty will stifle the growth and perhaps cause contraction to this department. It is imperative that plans be made to hire one a new full-time faculty member for the Accounting department are restored at the earliest possible date.

1. **What staff positions will be needed in the next six years in order to maintain or build the department? (Staff, facilities, equipment, and supplies will be needed in the next six years?) Provide rationale.**

Instructional Assistants in the business computer lab need to be maintained at least at current levels. The guidance these Assistants give accounting students as they work on project and complete their homework is crucial to student retention and success.

1. **Identify budget allocated for the department/program through the division budget (fund 10). Discuss its adequacy and needs if applicable along with rationale. Identify any external (fund 17) funding the department/program receives and describe its primary use.**

General fund (fund 10) allocations for Accounting are $354,870 in the current college’s budget. With State budget cuts, cost of living allowances are not projected to be in the budget for the next few years. This funding is needed to keep current employees. Additional funding is needed for step increases for faculty and staff. Extra sections of classes, established and new, could be offered with additional budget.

Currently, EVC’s VTEA allotment is approximately $200,000. This money goes to vocational programs across campus, including ACCOUNTING. For the 2008-2009 school year, Accounting was allotted $4,500. Most of this amount was used to update the QuickBooks program to the current year’s version.

1. **What equipment will be needed in the next six years in order to maintain or build the department? Provide specific purpose and rationale.**

The computers that are currently being used to teach the Computerized Accounting course will need to be regularly maintained and upgraded in order to efficiently run the most current computer software being taught. A desired technology enhancement is the use of Smart Boards. These are interactive whiteboards which aid PowerPoint presentations. The Smart Boards can enhance student learning especially for different learning styles such as visual-spatial and kinesthetic learners. The approximate cost of the white board is between $1500 to $3000. If these are portable, the division would purchase one and the faculty would check them out of the division office.

1. **What facilities will be needed in the next six years in order to maintain or build the department? Provide specific purpose and rationale.**

Rooms available to Accounting are adequate; however, reconfiguration of available space may be necessary in the future to provide workable space for alternate teaching formats considered for new offerings, like presentation space or space for students to work in small groups.

**Part G: Additional Information**

1. **Describe any other pertinent information about the program that these questions did not address?**

**Part H: Annual Assessment (Program Faculty and PR Committee)**

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| Evergreen Valley College |
| Accounting Program Review |
| **Attachment 1** |
| EVC’s CTA’s |
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1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:
   * Access
   * Curriculum and Program Development
   * Student Service Offerings
2. Community Engagement: We create a trusting environment where everyone is valued and empowered. Areas of focus are:
   * Visibility
   * Strategic Partnerships
   * College in the Community
3. Organizational Transformation: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:
   * Community Building
   * Employee Development
   * Transparent Infrastructure

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| Evergreen Valley College |
| Accounting Program Review |
| **Attachment 2** |
| Business and Workforce Division CTA’s |
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Note: Electronic copy of this file not available. See the printed version at the end of the document.

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| Evergreen Valley College |
| Accounting Program Review |
| **Attachment 3** |
| Accounting Advisory Committee Documents |
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**Advisory Committee**

**Accounting**

**Fall 2008**

The accounting advisory committee met with the following people present:

Melody Barta, Full-time Instructor, Evergreen Valley College

Esthela Estrada, MBA, CPA, Estrada Phuong & Co.

Irina Kurysh, Staff Accountant, Mission Bell Manufacturing

Clinton Pickering, CPA, Gallina LLP

Introductions were made and the purpose of the advisory committee was discussed. We reviewed the minutes from the previous meeting, and then opened our discussion time on the topic of certificates.

**Certificates of Achievement**

It was the general consensus of the committee that the current certificate programs heavily emphasize the bookkeeping aspect of accounting. With that said, it was agreed that the Computerized Accounting courses that are required for such certificates should concentrate solely on the use of QuickBooks, since it was felt that the vast majority (80 – 90 %) of small businesses use this program for their accounting needs. It was also suggested that we look into an Enrolled Agent or Tax Preparer certificate to offer in addition to our current certificate programs. Esthela suggested that we include either work experience or a second computer class in our Certificate of Achievement in Accounting. She also asked if we could have a certificate program that required less units, and, therefore, could be completed in a shorter amount of time than our current certificate program.

**Associate in Science Degree**

The topic then turned to our A.S. degree. Esthela suggested that we substitute Business Statistics and Finite Math for Intermediate Accounting and Income Tax Accounting in our current A.S. requirements. She also asked about the other A.S. degrees offered in Business in addition to the Accounting degree. The question was then posed as to how transferrable our A.S. is to a bachelor’s program at a university. It was a recommendation of the committee that we form a relationship with San Jose State to insure our programs complement their programs. It was then asked what percentage of our students seek an A.S. as opposed to the percentage of transfer students we have. We set this as an item for discussion at our next meeting. Melody said she would try to bring some statistics for the meeting in the spring.

**New Courses**

Documentation was distributed regarding the two new proposed courses—Payroll Accounting and Accounting for Government and Non-Profits. All attendees were pleased with the new course offerings. A new course was suggested that would focus on many small business topics in one course. Suggested topics were payroll, income tax documentation, fraud and understanding financial statements.

Shortly thereafter, the meeting was adjourned.

**Advisory Committee**

**Accounting**

**Spring 2009**

The accounting advisory committee met with the following people present:

Melody Barta, Full-time Instructor, Evergreen Valley College

Marilyn Snapp, Full-time Instructor, Evergreen Valley College

Arthur College, Adjunct Instructor, Evergreen Valley College

Esthela Estrada, MBA, CPA, Estrada Phuong & Co.

Mike Corrick, Retired Accountant

Introductions were made and the purpose of the advisory committee was discussed. We reviewed the minutes from the previous meeting, and then opened our discussion time with Art giving an overview of our new course Accounting for Government and Non-Profits. We also discussed the new Payroll course. The discussion then turned to the QuickBooks course, and Art brought up the possibility of adding real-life experience to the course. The other committee members responded well to this suggestion, and the professionals of the group agreed that very small organizations, such as homeowners associations, might be open to having student interns put there financial information into QuickBooks.

**Certificates of Achievement**

The proposed certificates for the Tax Preparers program were discussed. The group liked the short certificate, but would like to see a course in Law or Marketing in the longer certificate. Also, it was suggested that we add 10-key skills to a course, or develop a 1 unit course to teach 10-key skills.

**Associate in Science Degree**

Again it was suggested that we modify our requirements of our A.S. degree to more closely mimic the CSU requirements for transfer students.

**Next 5 Years**

We were asked to discuss the next five years in the job market. The group felt that accounting will be strong for employment opportunities, and we should develop new courses in Business Ethics, Tax Issues for Non-Profits and Budgeting. It was also suggested that we develop a certificate program for the Accounting for Government. They also recommended that we include more computer courses in our certificate programs.

Shortly thereafter, the meeting was adjourned.

**Advisory Committee**

**Accounting**

**Spring 2010**

Accounting Advisory Committee Meeting Notes

April 20, 2010

In Attendance: Melody Barta, Instructor at Evergreen Valley College

Clinton Pickering, CPA of Gallina LLC

Clint Ramsey, CFO of Mission Bell Manufacturing

As the meeting commenced, introductions were made, and the minutes from the previous meeting (Fall 2009) were reviewed. We then enjoyed a presentation of the new BIMM certificate.

The first order of accounting business was to review the newly established course—Payroll, Accounting for Government and Non-Profit Organizations and Income Tax (ACCTG 95). They were pleased about the new offerings and we discussed enrollment levels. Both expressed a desire to promote the payroll course, and possible include it in a new certificate.

That recommendation lead to a discussion surrounding the elimination of the 2 accounting related BIS certificates. Both agreed that those certificates seemed to have too little accounting and math to lead to employment. They suggested a short certificate that would include ACCTG 101 (Bookkeeping), ACCTG 30 (QuickBooks), ACCTG 22 (Payroll) and Business Math. We also discussed a longer certificate that would include those 4 courses and ACCTG 20 (Financial Accounting), Business Law, and possibly ACCTG 21 (Managerial Accounting). They expressed a desired, as did the attendees of our previous meeting, to have a course developed that incorporates Budgeting and Planning.

The meeting was adjourned shortly thereafter.

**Advisory Committee**

**Accounting**

**Fall 2010**

Accounting Advisory Committee Meeting Notes

October 19, 2010

In Attendance: Melody Barta, Instructor at Evergreen Valley College

Michael Breuleux, Adjunct Instructor at Evergreen Valley College

Clinton Pickering, CPA of Gallina LLC

Clint Ramsey, CFO of Mission Bell Manufacturing

Mike Corrick, Retired

As the meeting commenced, introductions were made, and the minutes from the previous meeting (Spring 2010) were reviewed. We then enjoyed a presentation of new BIMM technology.

The first order of accounting business was to review the progress made on new certificates or programs since the last meeting. The only new news to report was the status of transforming ACCTG 101 into a hybrid course. Most on the committee thought this was a good course to try in this format. The general consensus was the next course to move to an online format should be QuickBooks. The committee felt that moving more courses to an online or hybrid format would be beneficial to our accounting program.

We next discussed marketing plans for our department. The committee generally felt that marketing to working professionals would not be that effective for semester long courses. Developing short courses aimed at working professionals was recommended as a better approach. Most agreed that the best approach to a marketing plan is to focus on transfer students, as it is getting harder to enter the local universities as a freshman.

The last thing that was discussed was adding to our adjunct pool. It was unanimously agreed that we should greatly expand our number of adjuncts, and we should not regularly schedule any of our adjuncts to have the maximum units allowed. They also believed that we should have a few adjuncts “in reserve”.

The meeting was adjourned shortly thereafter.

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| Evergreen Valley College |
| Accounting Program Review |
| **Attachment 4** |
| Accounting Department |
| Retention and Enrollment Data |
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Note: Electronic copy of this file not available. See the printed version at the end of the document.

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| Evergreen Valley College |
| Accounting Program Review |
| **Attachment 5** |
| Accounting Course Enrollment Data 2008-2010 |
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| Evergreen Valley College |
| Accounting Program Review |
| **Attachment 6** |
| Accounting Major Sheet |
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**ACCOUNTING**

This curriculum provides training for entry-level accounting positions including general accounting clerks, bookkeepers, and similar workers in banks and business firms. Graduates from this program are qualified to meet the demands of offices requiring technical skills in general accounting and computerized bookkeeping. A grade of “C” or better in each major course is required to graduate. Accounting 62 and 63 must be taken at Evergreen Valley College, or equivalent courses at other accredited colleges must be approved by the discipline.

**ASSOCIATE IN SCIENCE DEGREE UNITS**

ACCTG 020 Financial Accounting 5.0

ACCTG 021 Managerial Accounting 5.0

ACCTG 030 Computerized Accountin g 3.0

ACCTG 062 Cost Accounting 5.0

ACCTG 063 Intermediate Accounting 5.0

ACCTG 097 Accounting for Income Tax 3.0

BIS 102 Microsoft Excel 3.0

BUS 071 Legal Environment of Business 3.0

**Major Requirements 32.0**

**General Education Requirements 24.0**

**Any AA/AS Elective 4.0**

**Total Units 60.0**

**CERTIFICATE OF ACHIEVEMENT**

(Complete the following with “C” or better)

ACCTG 020 Financial Accounting 5.0

ACCTG 021 Managerial Accounting 5.0

ACCTG 030 Computerized Accounting 3.0

ACCTG 097 Accounting for Income Tax 3.0

BIS 102 Microsoft Excel 3.0

BIS 007A Bus Writing Skills 3.0

BUS 001 Business Math 3.0

BUS 071 Legal Environment of Business 3.0

**Total Units 28.0**

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| Evergreen Valley College |
| Accounting Program Review |
| **Attachment 7** |
| Articulation Agreements |
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|  | **Evergreen Valley College’s** [High School Connection](http://www.evc.edu/hs/index.html) |

**High School Articulation**

Evergreen Valley College and San Jose City College help prepare students for their futures by collaborating with local educational institutions.

**Tech Prep**

Tech Prep is an integrated school-to-career educational partnership program.  We help students explore and train for career options by integrating high school/adult education with community college education.  We assist students to "jump-start" their future career pursuits.  With the Tech Prep program, students take articulated courses in high school/adult education that count towards college credit for advanced certificates and associate degrees.

**What is Articulation?**

Articulation involves creating joint agreements between high schools/adult education programs and community colleges concerning the content of course curriculum.  Articulation agreements are created to allow students to receive advanced college credit for courses that they successfully complete at the high school/adult education level.

As a result of articulation agreements, repetition of course work is minimized at the community colleges.  The end result produces students who are “jump-started” on their higher educational and career pursuits.  Here are our articulated courses.

| EVC Course | Units | Articulated with H.S | H.S. Course Title | Conditions | Date Articulated |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| Acctg 021 | 3 | CCOC | Managerial Accounting | 1,2,6 | May 3, 2003 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Acctg 101 | 3 | ESUHSD | Bookkeeping for Sm. Business | 1, 2,6 | April 12, 2004 |
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