FULLERTON COLLEGE ELEVATING. EXCELLENCE.

Instructional Programs
2017-2018 Self-Study
Three-Year Program Review Template
Accounting

Statement of Collaboration - The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the self-study - The Accounting Department faculty team collaborated extensively in the preparation, design, writing, and editing process in preparation for this Self Study. All statements made accurately reflect the conclusions and opinions of our team.

Participants in the self-study
- Alan McAllister, Department Coordinator
- Ming-yin Scott
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- Paul St. John
- Charmaine Smith

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

Brandon Tran		Instructor	
Printed name of Principal Author	Signature	Title	Date

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Doug Benoit		Dean	
Printed name of Dean	Signature	Title	Date

1.0 Mission and Goals - The College's <u>Mission, Vision, Core Values and Goals</u> drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values, and Goals. Summarize how your program supports each area.

Mission: "Fullerton College advances student learning by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members."

Our College Mission is concise and easy to understand. Connection to our college mission occurs at every level and point of instruction, the execution of which is complex and requires ongoing diligence. The Accounting Team strives to meet or exceed our goals by seeking to create a dynamic learning environment that prepares students for careers, position advancements and/or higher-level degrees.

As an example, the Accounting Program is unique in that it prepares students for transfer or entry level accounting positions. As indicated in our last PR Cycle, the accounting transfer track changed on January 1, 2014. Baccalaureate degrees and 150 units (30 additional units) along with a minimum number of ethics course are now required in order to take the Certified Public Accountant exam.

Accounting 101A Financial and 101B Managerial, our basic core courses, are also required courses for the Business Administration Program. Accounting is the language of business, the ability to communicate in financial terms is essential for leadership in virtually any discipline or career. Accounting knowledge promotes success in the following occupations: museum executive director / curator, motion picture producer, research and development director, educational administrators, hospital administrators, fashion, public officials, not-for-profit directors, entrepreneurs, real estate, logistics manager, human resources, insurance, hospitality & restaurant managers, just to name a few, and of course traditional business and accounting careers.

Additional ongoing focus on common educational attributes and approach include:

- Meeting the student "where they are at"
- Career / academic goal recognition
- Use of appropriate SLOs
- Our overall course pedagogy
- Community engagement to include advisory panels and in-class participation (guest)
- Leveraging faculty connections to the "employment world."

The balance of our Program Review draws clear connections to our shared mission. These connections occur directly through concrete and visible programs and indirectly through invoked culture, team spirit, and individual engagement.

Vision: "Fullerton College will transform lives and inspire positive change in the world."

Our College Vision in one sentence - providing the guiding light that drives our ongoing focus – from the planning process, how we organize our effort, the approach we take during the execution/program implementation process, to the measures and controls we have in place to measure success and seek feedback. We recognize that what "affects" the local community is not restricted to our local counties, but the nation at large and the global economic systems that drive and strive to fulfill consumer needs and wants.

The Accounting program prepares students for multi-levels careers in Accounting. All levels require continuous retooling of skills in the rapidly changing business, accounting and technological environment.

Core Values:

- Community: We promote a sense of community that enhances the well-being of our campus and surrounding areas.
- Equity: We commit to equity for all we serve.
- Excellence: We honor and build upon our tradition of excellence.
- Growth: We expect everyone to continue growing and learning.
- Inclusivity: We support the involvement of all in the decision-making process.
- Innovation: We support innovation in teaching and learning.
- Integrity: We act in accordance with personal integrity and high ethical standards.
- Partnership: We work together with our educational and community partners.
- Respect: We support an environment of mutual respect and trust that embraces the individuality of all.
- Responsibility: We accept our responsibility for the betterment of the world around us.

The existence and viability of the Accounting Program supports the college core values of diversity, educational empowerment, integrity, and inclusiveness through its ability to address the need for professionals in a segment of our service area and to meet student demand for education in their chosen career. As a combination of transfer and CTE program it represents a commitment of the college to support the existence of a diverse and skilled workforce to support the economic base of the region.

Our College's core values are supported in all we do. Striving to execute to these values is as much "personal" as it is academic in execution.

1. No number of posters will change a College employee who is destined "not to get it." Foundationally, the first step in executing on our mission and vision is about hiring and supporting a diverse cast of characters that value what our institution values.
2. With capable and caring staff in place, the work does not stop – it starts. The Accounting Department focuses first on our vision and then on our mission. Keeping our values as guard posts, we focus upon common sets of practical and appropriate programs to affect positive outcomes.

College Goals:

2015 – 2017 Fullerton College Goals & Institutional SLOs

Goal 1: Fullerton College will increase student success.
Goal 2: Fullerton College will reduce the achievement gap.
Goal 3: Fullerton College will strengthen connections with the community.

Goal #01: To meet goal number one, the Accounting Department strives to provide a satisfying learning environment. Accounting offers students many opportunities for success in several accounting and business careers, and other careers not directly related to business. This approach and process also entails identifying students who may not have firm "life plans" and or may have unidentified struggles or areas that may benefit significantly from this learning environment.

Accounting Department faculty work hard to understand and refer students to other valuable support services that the College provide to promote student success.

Goal #02: To meet goal number two, the Accounting Department strives to incorporate cultural diversity into our learning community. Understanding our local community demographics and our student needs, we also focus on the effect of international and global issues, challenges, and opportunities. We also have frequent targeted workshops (Career Builder) that provide students with the ability to learn from and build relationships with subject matter experts from our local community on a wide range of topics.

Goal #03: To meet goal number three, the Accounting Department helps fulfill the needs of the community by supplying qualified workers for the projected over 9,000 new accounting job openings in the upcoming several years in Orange County. We work with the community is our Business Advisory Committee meetings and ongoing contact. Our advisory panels provide us the opportunity to seek input from the business community to improve our program. This includes obtaining key insights and visions that helped us assess, plan, and implement program changes. At the macro level, in our last meeting the advisers provided keen insight in:

- Employment Outlook
- Skills / Traits / Attributes Requirements
- New Courses Development Considerations

Our short-term and long-term plans continue to focus on our students. Much like the real-world of business, we are working hard to remain current and of interest to our students and the business community. As you can see from the number of degrees and certificates we offer, we have our work cut out for us.

2.0 Program Data & Trends Analysis

2.1 Key Performance Indicators (KPI) - For each KPI listed below, analyze and report your findings and describe what they mean. (Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)
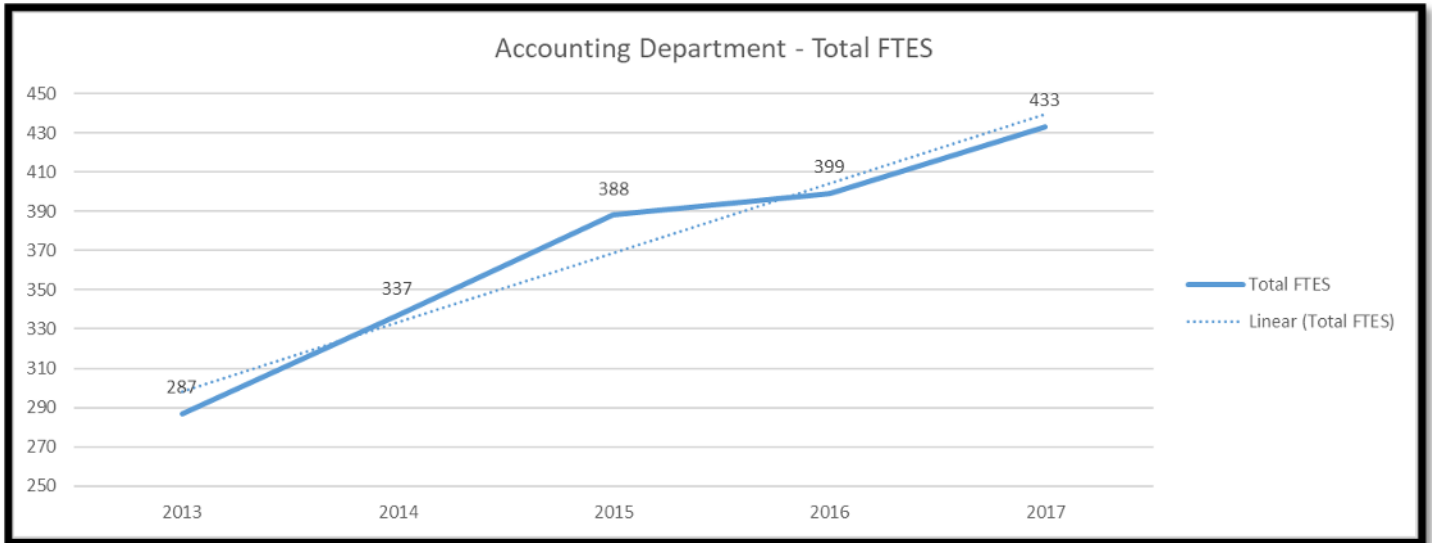
Accounting	2013	2014	2015	2016	2017
Enrollment	1846	2203	2493	2592	2742
Total FTES	287	337	388	399	433
Sections	47	59	63	70	79
FTEF	15	19	21	23	26
Fill Rate	99%	93%	94%	92%	84%
WSCH/FTEF	570	532	547	526	498
Retention Rate	79%	80%	78%	80%	81%
Success Rate	66%	65%	60%	64%	65%

The data above clearly shows that our Accounting program has been strong. Growth is good, even where others are showing a decline in enrollments.

**Enrollment:** The Accounting Department has experienced a clear trend in growth since the last program review. Consistent with other colleges in California, we have experienced a dip in enrollment in 2017. We have tweaked our schedules in response to this recent dip and will have a more definitive data in 2018 concerning ongoing enrollment. Like other divisions, enrollment is a core metric and always has our complete attention.
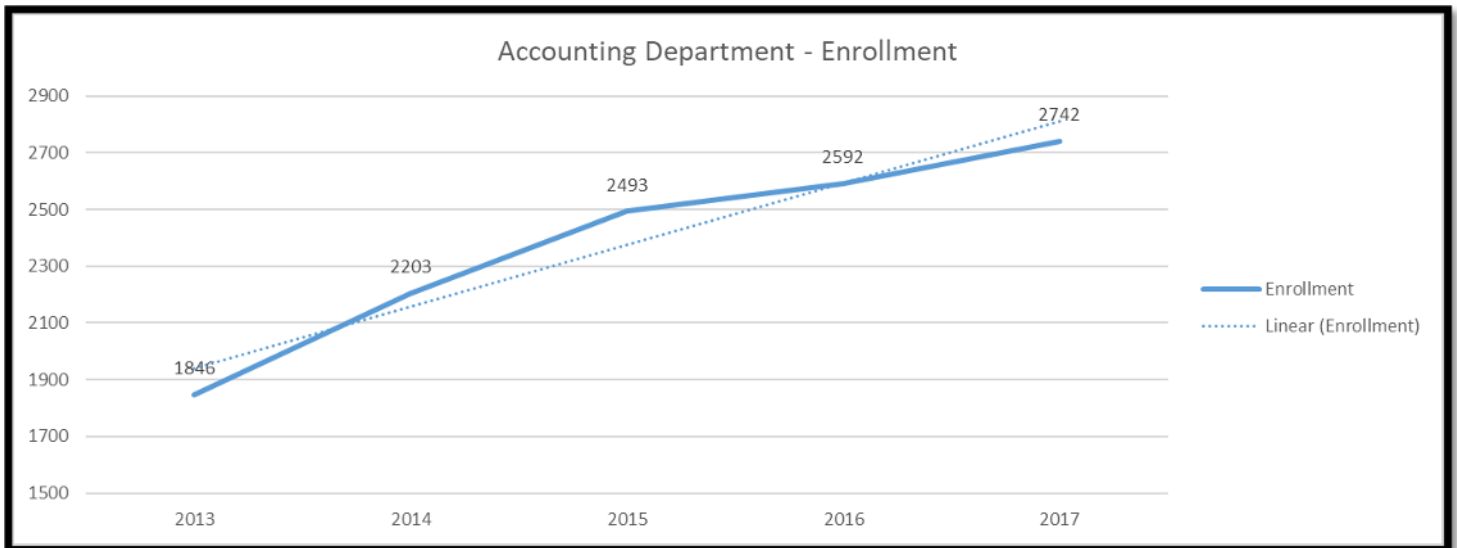
FTES: The data clearly shows a direct correlation between FTES and enrollment rates. Simply, there are no surprises here. FTES and enrollment demand correlate.

Accounting Department - Total FTES

Year	2013	2014	2015	2016	2017
Total FTES	287	337	388	399	433

Sections: The number of sections offered has grown at similar rate as the enrollment.

Accounting Department - Sections

| Year	2013	2014	2015	2016	2017
Sections	47	59	63	70	79
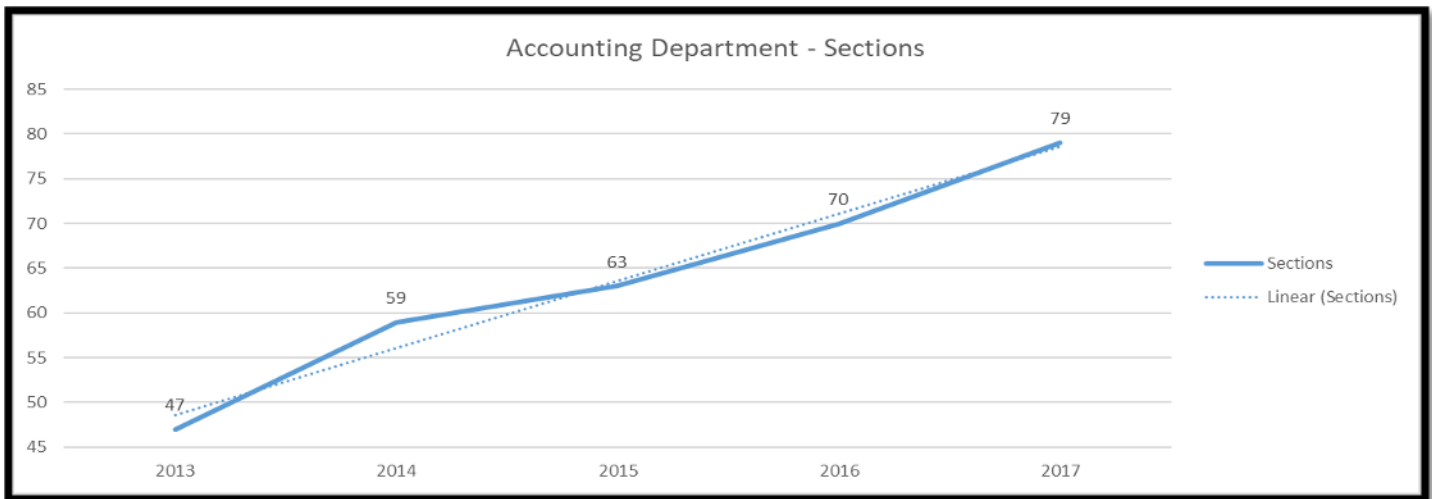
FTEF: Our FTEF is down one from where we were last year. The data clearly shows that our enrollment numbers support the addition of an additional FT Faculty Members. We are not unique in our needs to offer a wide-array of section offerings to a very large base of students seeking degrees or transferring to a 4-year. The same essential rationale that applied to justify FTF positions before is still valid today. We have one approved position to staff in spring to start in Fall 2018.

Meeting the varied needs of a diverse student base requires a complete team of dedicated faculty in and out of the classroom. The ratio of FTF to adjunct is a good measurement to draw some basic conclusions, but it does not tell the complete story regarding staffing needs. A robust program must do more than address current student requirements. The essential essence of a robust program that is forward-looking is ultimately defined in how well it adapts to change. No surprise, the Accounting Department is subject to dynamic

change that is a function of industry focus and response to its external environment.

Any response to change requires FT Faculty who not only teach but are prepared and equipped to evaluate and propose systematic modifications to our programs. This takes time and dedication outside of the classroom. And, while we do seek input from adjunct faculty, the net labor load must be borne by FT Faculty Members. It is this reality that supports our request to add additional FTF to our team, and we have attached SAPs to meet this need.

Accounting Department - FTEF
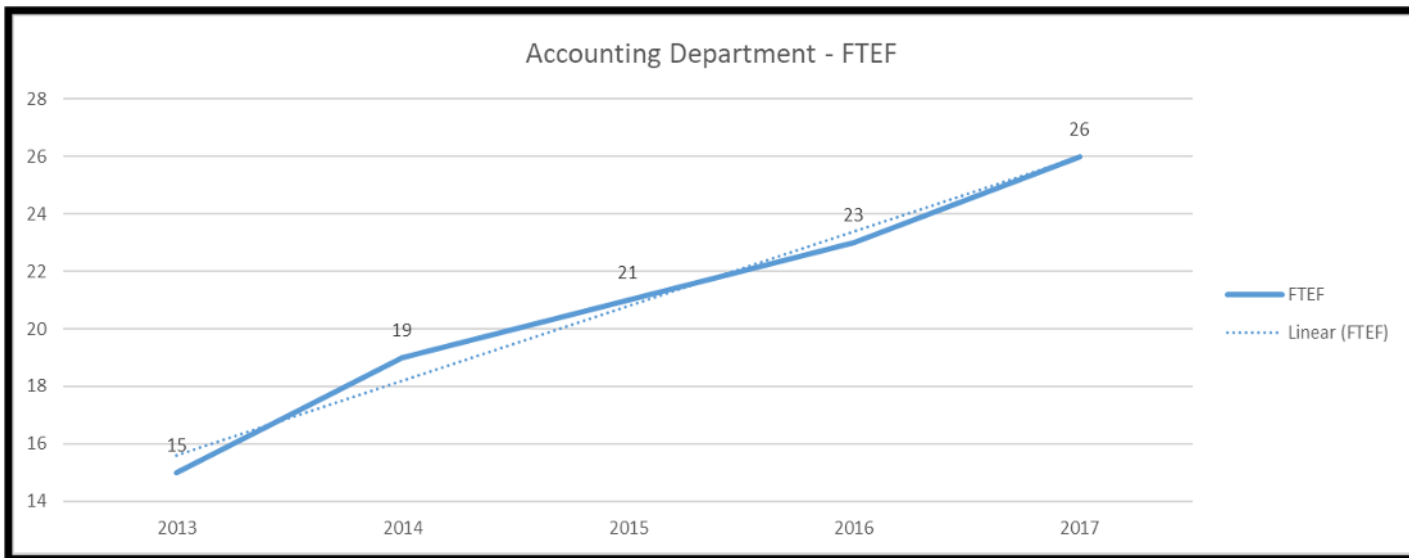
Fill Rate: We have tweaked our 2018 schedules in response fill rates and will monitor and make adjustments as enrollment data becomes available. We note this situation is problematical. A wanton reduction of sections to bolster the fill rate may have unintended negative consequences (few dates times offered equals fewer students enrollments).


Accounting Department - Fill Rate
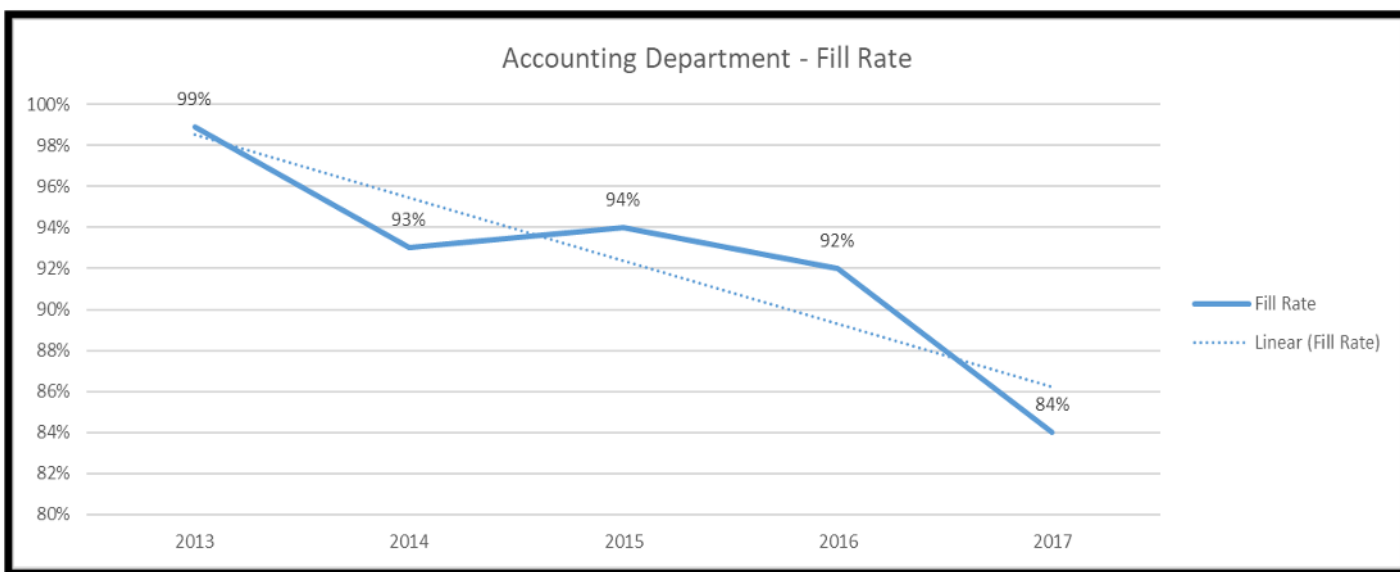
Retention: The trend in retention rate is noted, and we are continuing to engage students early and work to identify any potential student issues or concerns. While we have seen a pick-up in our retention rate this last year, we remain focused on working to root out the main causes/reasons.
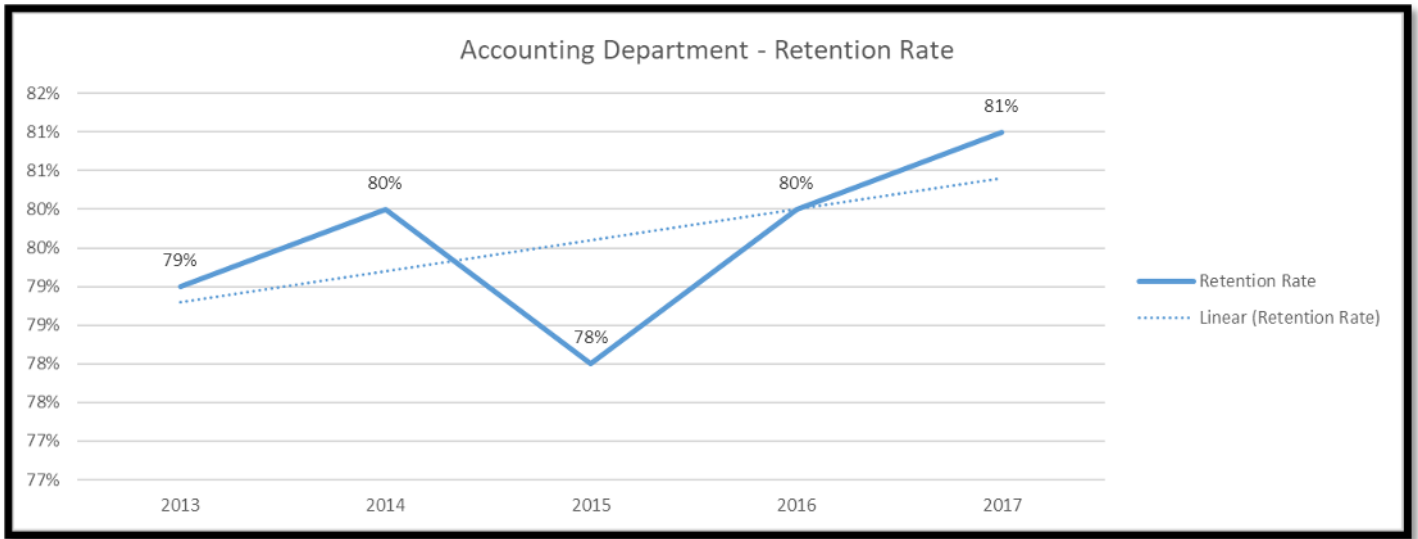
2.2 Peer Institution Comparison - How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

The data are presented below, after which program commentary and analysis is offered.

FA 16	16/17*	Fullerton	Chaffey	Mt. Janinto	Rio Hondo	Riverside
Enrollment:	1222	811	615	626	532
Retention:	979	718	433	558	397
Success:	751	566	386	409	293
Retention Rate (%):	80%	89%	70%	89%	75%
Success Rate (%):	61%	70%	63%	65%	55%
Degrees Awarded:	11	32	Data Glitch	9	13
Certificates Awarded:	3	8	Data Glitch	2	32

FA16 - Peer Analysis
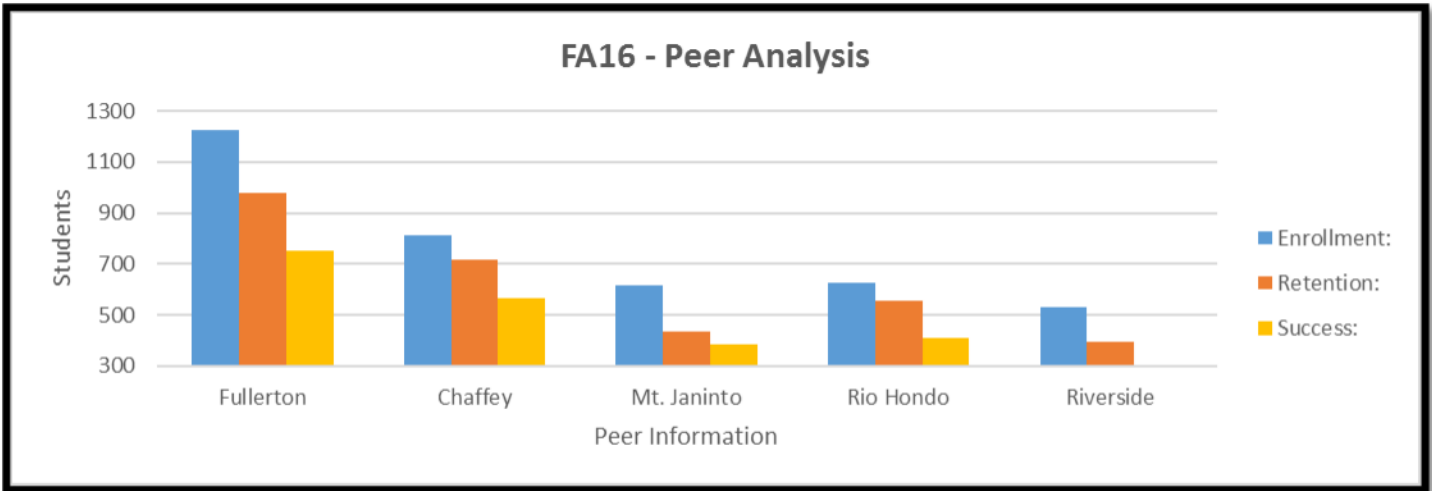
FA 15 | 15/16*	Fullerton	Chaffey	Mt. Janinto	Rio Hondo	Riverside
Enrollment:	1146	775	565	726	587
Retention:	902	691	469	605	440
Success:	713	535	410	430	312
Retention Rate (%):	79%	89%	83%	83%	75%
Success Rate (%):	62%	69%	73%	59%	53%
Degrees Awarded:	14	37	Data Glitch	3	9
Certificates Awarded:	4	8	Data Glitch	3	16

FA15 - Peer Analysis
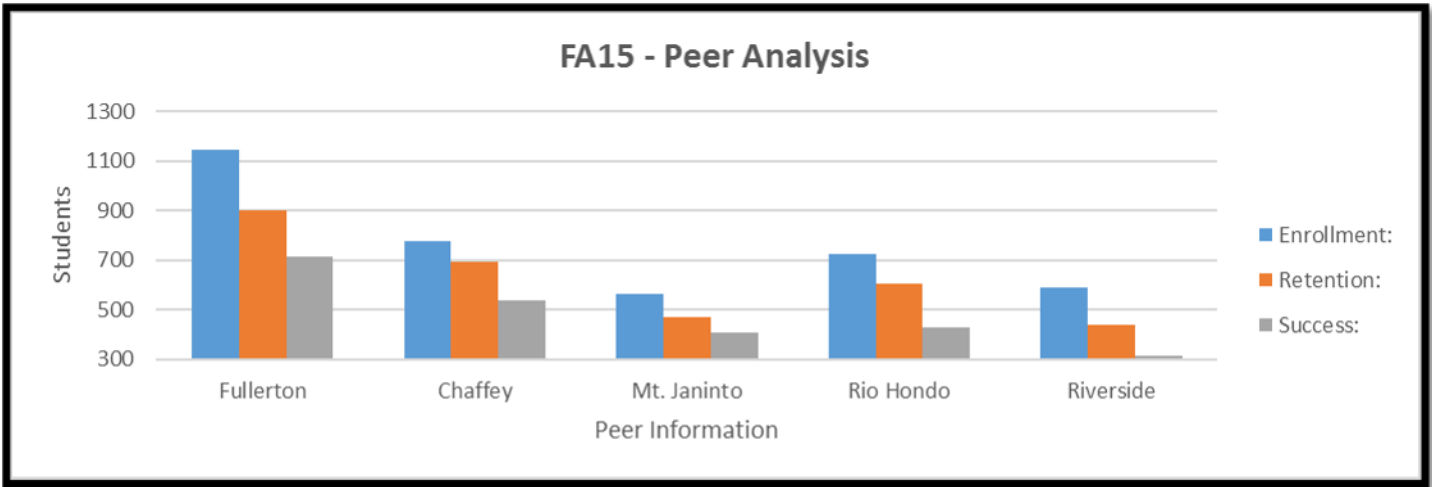
FA 14 | 14/15*	Fullerton	Chaffey	Mt. Janinto	Rio Hondo	Riverside
Enrollment:	1135	930	635	603	544
Retention:	875	816	512	523	412
Success:	662	611	460	406	315
Retention Rate (%):	77%	88%	81%	87%	76%
Success Rate (%):	58%	66%	72%	67%	58%
Degrees Awarded:	9	40	Data Glitch	5	12
Certificates Awarded:	2	9	Data Glitch	4	31
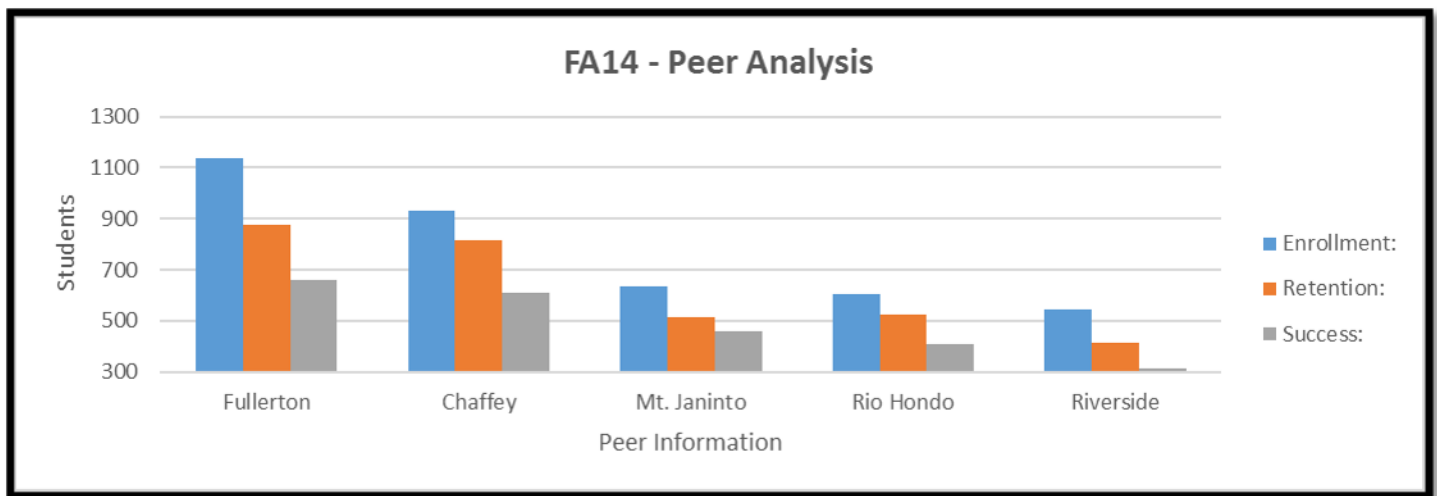
Enrollment: It remains clear that Fullerton College Accounting Department Program is healthy enrollment wise compared to our peers. Enrollment variance have been noted for our core peer institutions, and indeed state-wide. As indicated elsewhere in our Program Review response, we have made schedule adjustments going into 2018.

Retention: While we remain strong in enrollment, our retention rate is down. Compared to our peer group, we have an opportunity to improve our effectiveness. It is noted that our Peer Group averages in the mid-80th percentile – with one institution at still over 90%. These rates bear some research and understanding, and we plan to look more closely at this data in the next program review cycle.

As noted in Section 2.1, we are keen to this fact and are working to identify additional effort that may continue the recent positive trend. That stated, we have work to do. Additional analysis is necessary and is ongoing as we work to identify information from our peer institutions that may also prove helpful. We are looking to a combination of early intervention, additional ongoing support services, and fleshing out additional feasible and plausible actions to mitigate a lower than desirable retention rate.

Success Rate: While our success rate is stable, we are not satisfied with the percentage. Our institutional peers are running in a pack with a notable exception. While they have a smaller program by far, their success bears notice, and we plan to reach out.

In the interim, we are continuing to focus on identifying students who are at risk and working with them.   The Accounting Department faculty fully intends to work as a team to make further inroads. We examine SLOs, FT versus adjunct, class size, lecture versus DE, and other areas to look for possible correlation/causation.

Degrees Awarded: Fullerton awards more degrees than our peer group. Throughout the last cycle, we have continued to maximize our efforts to meet student needs to earn a degree, transfer to a 4-year, and or just bolster their knowledge as they take a class "here or there." We strive to understand the changes in the economy and businesses to better serve our students.

Certificates Awarded: The data clearly ~~shows we are not hitting the marks that are possible concerning awarding certificates. While~~ our peers are not doing much better, it is incumbent upon us to make significant headway. We are already clear on our approach for this next review cycle.

- We are revising our certificates to mirror shifts in the industry (as reported by our advisory panel).
- We are also identifying areas where certificates are not offered and may make good sense to meet business/student needs.
- We are aware that certificates are being "earned," but not awarded due to the lack of an application.
- We also are working on a program to proactively market students who may be unaware of how close they are to qualifying for a certificate or if they may qualify for multiple certificates if they plan the right courses.

We expect this multi-pronged approach to address our shortfall and we will garner marked improvement during this next PR Cycle. We have a very successful program for transfers and degree-seeking students.

2.3 Achievement Gap - Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Year	2014	2015	2016	Rate
All	1,135	1,146	1,222	8%
African-American	22	22	23	5%
Asian	256	295	365	43%
Hispanic	507	530	514	1%
Multi-Ethnicity	37	31	33	-11%
Pacific Islander	5	6	6	20%
Unknown	33	19	37	12%
White Non-Hispanic	274	241	241	-12%

Enrollment:

Enrollment is up over the sample period (2014 – 2016). This trend remains positive even though enrollment dipped in state-wide college enrollment. As do all divisions at Fullerton, we tweaked our offerings in response to the enrollment decline last year. Simply, we are waiting on results for the next two semesters to gauge the macro forces in play. Ongoing adaptation based upon further review is expected.

We noted that enrollment data for some groups is so small in percentage of the whole that a small dip or bump in enrollment results in a ratio calculation that can be misleading on the surface. With respect to gender, the rate of growth and the ratio concerning each group remain relatively statistically constant.

Retention Rate:

While enrollment is up over the sample period (2014 – 2016), retention is relatively stable. The exception is for groups with a small sample size, and it is hard to ascertain causation if any. We will remain focused on this data and look to make improvements. Ongoing adaptation based upon further review is expected.

In relative terms, we would like to see a higher retention rate. Many of the special programs and processes we discuss in other Program Review Sections are specifically targeted to improve success and retention rates.

2014					
Ethnicity	Enroll	Retention	Success	Ret %	Suc %
African-American	22	14	8	64%	36%
Asian	256	210	170	82%	66%
Hispanic	507	376	272	74%	54%
Multi-Ethnicity	37	29	21	78%	57%
Pacific Islander	5	3	2	60%	40%
Unknown	33	23	18	70%	55%
White Non-Hispanic	274	220	171	80%	62%
2015					
Ethnicity	Enroll	Retention	Success	%	%
African-American	22	12	8	55%	36%
Asian	295	255	223	86%	76%
Hispanic	530	403	291	76%	55%
Multi-Ethnicity	31	26	21	84%	68%
Pacific Islander	6	5	4	83%	67%
Unknown	19	13	10	68%	53%
White Non-Hispanic	241	187	156	78%	65%
2016					
Ethnicity	Enroll	Retention	Success	%	%
African-American	23	16	13	70%	57%
Asian	365	307	253	84%	69%
Hispanic	514	402	278	78%	54%
Multi-Ethnicity	33	25	21	76%	64%
Pacific Islander	6	6	6	100%	100%
Unknown	37	30	25	81%	68%
White Non-Hispanic	241	191	153	79%	63%

Success Rate:

While enrollment is up over the sample period (2014 – 2017), Success Rates are relatively stable. We will evaluate trends over the next PR Cycle. Program change will be implemented as soon as a possible course of action is determined. While some rates ticked up this last period, which is encouraging, we do not have a trend or cause identified. We will remain focused on this data and look to make improvements. Ongoing adaptation based upon further review is expected.

In relative terms, we would like to see a higher success rate. Many of the special programs and processes we discuss in other Program Review Sections are specifically targeted to improve success and retention rates.

2.4   Program Effectiveness - Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

We continue to focus our attention on student needs from within the context that represents reality – as they see it, we see it, and how the business community at large see it. This effort requires ongoing environmental scanning and review of systematic change.

Significant Shifts in Data:

- Enrollment - At the macro level, our enrollment as increased 49% since 2013.
- FTEs – Significant growth is noted, consistent with expectations.
- Sections – Have increased in a trajectory consistent with our general growth.
- WSCH/FTEF – This ratio has trended down due to lower to an increase in sections offered.
- Our Retention and Success Rates are relatively stable. That stated, we will continue to strive for an increase during the next PR Cycle.

We have recently lost a faculty fulltime member and have been authorized one of two replacements. We expect that will be staffed going into FA18. In the interim, we have also incurred some significant health concerns within the FT staff, the result of which has required some significant short-term work-arounds. As a team, it is noted we pulled together well and made things work.

SAPs from 2014: Current Status of SAPs from 2014

1) Add ACCT 101A Honors Financial Accounting, ACCT101B Honors Managerial Accounting, Corporate Taxation, and Ethics courses.
2) Add ACCT 1 Small Business Accounting Course.
3) Add courses for Voluntary Income Tax Assistance, Continuing Professional Education for Certified Public Accountants, Tax Attorneys, and Enrolled Agent license renewals.

Program Improvements: Some additional ongoing efforts to improve our program are outlined below. These achievements, along with many more, helped the Accounting meet new challenges and new opportunities. Some examples include:

- Ongoing assessment of all business and accounting courses and programs (six-year review).
- Adjusting courses after the course review process.
- Improved Process and Engagement for SLOs
- Working with California State University, Fullerton
- Reviewing Certificate Program (Validity / Processing / Student Contact)
- Improved Website Design (Tailored to Student Access) buscis.fulcoll.edu
- Refined Career Builder Workshop Series
- Career Closet - Ongoing Student Support and highly supported by community
- Extensive FTF engagement in campus committees and activities
- Ongoing development of "Go To" Faculty Expertise – people helping people (Canvas, SLOs, Curriculum Development, Website Mods, etc.)

2.5 Additional Information - Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

No surprise, the economy is doing much better than 2014, and far better than 2011. Hiring is up, unemployment is down, and wages are rising, albeit not much in the aggregate.

Fullerton	Fall 2016 Student Count	Fall 2016 Student Count (%)
Total	24,280	100.00 %
19 or Less	7,562	31.14 %
20 to 24	10,545	43.43 %
25 to 29	3,186	13.12 %
30 to 34	1,207	4.97 %
35 to 39	622	2.56 %
40 to 49	645	2.66 %
50 +	513	2.11 %

Data	2008	2009	2010	2011	2012	2013	2014	2015	2016
Labor Force	1,615,500	1,589,300	1,537,200	1,546,400	1,562,100	1,565,300	1,572,000	1,588,700	1,602,400
Employment	1,529,700	1,451,700	1,387,400	1,406,400	1,439,300	1,462,400	1,485,700	1,518,000	1,538,000
Unemployment	85,800	137,600	149,700	140,000	122,900	102,900	86,200	70,700	64,300
Unemployment Rate	5.3%	8.7%	9.7%	9.1%	7.9%	6.6%	5.5%	4.4%	4.0%

SOC Code*	Occupational Title	2014 est	2024	Change	2016 Wages	
					Hourly	Annual
15-1134	Web Developers	2,680	3,990	48.90%	$34.70	$72,161
15-2031	Operations Research Analysts	1,470	2,090	42.20%	$40.68	$84,609
17-2031	Biomedical Engineers	900	1,220	35.60%	$50.81	$105,670
19-2041	Environmental Scientists and Specialists	1,180	1,600	35.60%	$37.74	$78,491
29-2011	Medical and Clinical Laboratory Technologists	1,490	1,980	32.90%	$36.39	$75,701
13-1161	Market Research Analysts and Marketing Specialists	9,020	11,760	30.40%	$32.49	$67,582
27-1014	Multimedia Artists and Animators	1,390	1,810	30.20%	$32.57	$67,728
19-2042	Geoscientists, Except Hydrologists and Geographers	820	1,060	29.30%	$38.35	$79,759
26-3772	Natural Sciences Managers	500	640	28.00%	$73.55	$152,970
15-1121	Computer Systems Analysts	4,930	6,300	27.80%	$46.31	$96,336
13-1111	Management Analysts	11,180	14,140	26.50%	$44.69	$92,951
29-1171	Nurse Practitioners	1,370	1,730	26.30%	$55.10	$114,597
17-2081	Environmental Engineers	470	590	25.50%	$53.72	$111,726
15-1132	Software Developers, Applications	9,400	11,780	25.30%	$51.52	$107,151

Source: CA.GOV

Some common themes include:

- Commercial software continues to be enhanced and requires regular students and returning adult learners to strengthen their knowledge and practical application of these tools.
- Mobile technology use is on the rise. This increased use of mobile technologies has required an investment in tablet technology and dedicated effort to incorporate mobile tools into the classroom.
- Employers are hiring employees that are skilled in mobile and media technologies such as HTML, CSS, WordPress, online research experience and standard office software such as word processing, spreadsheets and presentation tools.
- We see an increase in business analysts and data masters (developing new course).
- Many of the STEM disciplines are clearly growing as well.

At a recent Business Advisory Committee meeting, we were afforded the opportunity to seek and absorb the input from the business community. This process included obtaining key insights and visions to include:

- Employment Outlook
- Internship Programs
- Skills / Traits / Attributes Discussion
- New Courses Development Needs

Our in-depth discussions made it very clear that a well-rounded employee now requires more skills than ever. These skills include "advanced ability" in MS Word, Excel, PowerPoint, etc. A desire of business to employ a student who can blend academic skills, technical skills, and extensive soft skills is more prevalent than ever. Some of the courses mentioned were business math/statistics, problem-solving, creativity, teamwork, and

business writing and speaking skills. The Business Panel stated that no one size fits all and we needed to customize our approach and be flexible.

Another ongoing demand is for online courses that facilitate a diverse student base who desires the flexibility of choice with course selection and dates and times of execution in "class." Learning management systems are embracing this change and are more tailored than ever to the current student. Fullerton is making the big switch to Canvas. It is noted, that Accounting & Business have long taken the lead in developing standards and best practices, which was recently acknowledged as work to bring standards to the College as a whole.

The table below highlights Fullerton College's DE-emphasis in several disciplines. While the PR Cycle is not the right forum to have this debate, it is clear many students seek more access to online courses, and some want to earn a degree "totally online." We may never want to go there, but we cannot ignore the demand.

Data on OC Job Growth

Distance Education Delivery					
Program Type - TOP2	DE FTES	% / Total	Classroom FTES	Total FTES	% / TC
Agriculture and Natural Resources-01	0	0.3%	73	73	0%
Architecture and Related Technologies-02	0	0.1%	30	30	0%
Biological Sciences-04	62	0.3%	978	1,040	5.9%
Business and Management-05	373	1.6%	785	1,158	32.2%
Commercial Services-30	0	3.4%	768	768	0%
Education-08	128	0.6%	1,223	1,351	9.4%
Engineering and Industrial Technologies-09	0	3.1%	709	709	0%
Family and Consumer Sciences-13	102	0.4%	645	747	13.6%
Fine and Applied Arts-10	435	1.9%	2,486	2,921	14.9%
Foreign Language-11	38	0.2%	519	557	6.9%
Health-12	14	0.1%	68	82	17.6%
Humanities (Letters)-15	27	0.1%	3,620	3,647	0.7%
Information Technology-07	146	0.6%	295	442	33.1%
Interdisciplinary Studies-49	144	0.6%	459	602	23.8%
Law-14	16	0.1%	71	87	18.2%
Library Science-16	1	0.0%	2	3	41.5%
Mathematics-17	134	0.6%	2,851	2,986	4.5%
Media and Communications-06	15	0.1%	475	489	3.0%
Physical Sciences-19	110	0.5%	1,187	1,297	8.5%
Psychology-20	88	0.4%	624	712	12.3%
Public and Protective Services-21	0	0.8%	179	179	0%
Social Sciences-22	610	2.7%	2,266	2,876	21.2%
Total FTES	**2,443**	**11%**	**20,313**	**22,756**	**N/A**

2.6 Other Data: Provide any other data that is relevant to your self-study.

We reviewed a couple of interesting data sets that demonstrate just how wide-ranging "age" and unit load model. The important takeaway is that any one class may have a significant gauge variance – and that drives pedagogy and learning approached.

We get it. Change is dynamic and what works today may not work tomorrow. As the "business end" of Fullerton College, we are charged with the task of determining where "business is going" and how we can develop and or modify our programs to meet these needs head-on. No surprise, it takes a lot of data research and understanding of our student demographics. Our programs are tailored to meet the needs of an 18-year-old new student, a returning student augmenting their skills, a student who is changing careers, a student who is working fulltime and going to school at night to earn a degree, etc., etc.

This information and focus are further overlaid with the differing ethical background, culture systems, language proficiencies, and more. While not unique to our division alone, differing cultural backgrounds, worldviews, and business focus provide a set of opportunities and challenges.

The lion's share of students going to school with 12 or more units are under 19 are require unique attention and focus (46%). As well, the student who is taking 1-5 units, 30% or more being over 30 and 10% over 50. Understanding the unique needs of each student is an important and appropriate focus of our Accounting Team.

Another interesting data point that recognizes shifts in ethnicity and age we noted is that the older our student, the more likely they are to be White Non-Hispanic while the 60% Hispanic percentage for 19 and less drops to 24% at 50+. Again, if you are serving and responding to a wide-range of student needs, age and ethnicity matter as you develop programs to engage students.

Student Enrollment by Unit Load

Fullerton Total	Fall 2016 Student Count	Fall 2016 Student Count (%)	Age & Load	Fullerton Total	Fall 2016 Student Count	Fall 2016 Student Count (%)	Age & Load
	24,280	100.00 %			24,280	100.00 %	
0.1 - 2.9 Total	618	2.55 %		9.0 - 11.9 Total	4,597	18.93 %	
19 or Less	129	20.87 %		19 or Less	1,463	31.83 %	
20 to 24	200	32.36 %	68.61 %	20 to 24	2,176	47.34 %	91.76 %
25 to 29	95	15.37 %		25 to 29	579	12.60 %	
30 to 34	61	9.87 %		30 to 34	156	3.39 %	
35 to 39	23	3.72 %		35 to 39	102	2.22 %	
40 to 49	43	6.96 %	31.39 %	40 to 49	71	1.54 %	8.24 %
50 +	67	10.84 %		50 +	50	1.09 %	
3.0 - 5.9 Total	5,258	21.66 %		12.0 -14.9 Total	6,597	27.17 %	
19 or Less	786	14.95 %		19 or Less	3,029	45.91 %	
20 to 24	2,255	42.89 %	77.03 %	20 to 24	2,724	41.29 %	94.72 %
25 to 29	1,009	19.19 %		25 to 29	496	7.52 %	
30 to 34	452	8.60 %		30 to 34	169	2.56 %	
35 to 39	224	4.26 %		35 to 39	83	1.26 %	
40 to 49	293	5.57 %	22.97 %	40 to 49	56	0.85 %	5.28 %
50 +	239	4.55 %		50 +	40	0.61 %	
6.0 - 8.9 Total	4,993	20.56 %		15 + Total	2,217	9.13 %	
19 or Less	1,043	20.89 %		19 or Less	1,112	50.16 %	
20 to 24	2,333	46.73 %	84.62 %	20 to 24	857	38.66 %	95.94 %
25 to 29	849	17.00 %		25 to 29	158	7.13 %	
30 to 34	313	6.27 %		30 to 34	56	2.53 %	
35 to 39	177	3.54 %		35 to 39	13	0.59 %	
40 to 49	166	3.32 %	15.38 %	40 to 49	16	0.72 %	4.06 %
50 +	112	2.24 %		50 +	5	0.23 %	

Note trends in age versus unit load. This also drives daytime versus nighttime course selection by age.

Unit Load by Ethnicity

Fullerton Total		Fall 2016	Fall 2016
		Credit Student Count	Credit Student Count (%)
		24,280	100.00 %
19 or Less Total		7,562	31.14 %
	African-American	181	2.39 %
	American Indian/Alaskan Native	7	0.09 %
	Asian	798	10.55 %
	Filipino	209	2.76 %
	Hispanic	4,547	60.13 %
	Multi-Ethnicity	239	3.16 %
	Pacific Islander	25	0.33 %
	Unknown	256	3.39 %
	White Non-Hispanic	1,300	17.19 %
20 to 24 Total		10,545	43.43 %
	African-American	251	2.38 %
	American Indian/Alaskan Native	25	0.24 %
	Asian	1,285	12.19 %
	Filipino	329	3.12 %
	Hispanic	6,001	56.91 %
	Multi-Ethnicity	354	3.36 %
	Pacific Islander	28	0.27 %
	Unknown	307	2.91 %
	White Non-Hispanic	1,965	18.63 %
25 to 29 Total		3,186	13.12 %
	African-American	88	2.76 %
	American Indian/Alaskan Native	8	0.25 %
	Asian	418	13.12 %
	Filipino	81	2.54 %
	Hispanic	1,660	52.10 %
	Multi-Ethnicity	87	2.73 %
	Pacific Islander	14	0.44 %
	Unknown	90	2.82 %
	White Non-Hispanic	740	23.23 %
30 to 34 Total		1,207	4.97 %
	African-American	34	2.82 %
	American Indian/Alaskan Native	8	0.66 %
	Asian	179	14.83 %
	Filipino	29	2.40 %
	Hispanic	528	43.74 %
	Multi-Ethnicity	39	3.23 %
	Pacific Islander	6	0.50 %
	Unknown	38	3.15 %
	White Non-Hispanic	346	28.67 %

Fullerton Total	Fall 2016 Credit Student Count	Fall 2016 Credit Student Count (%)
	24,280	100.00 %
35 to 39 Total	622	2.56 %
African-American	33	5.31 %
American Indian/Alaskan Native	1	0.16 %
Asian	89	14.31 %
Filipino	11	1.77 %
Hispanic	254	40.84 %
Multi-Ethnicity	24	3.86 %
Pacific Islander	1	0.16 %
Unknown	25	4.02 %
White Non-Hispanic	184	29.58 %
40 to 49 Total	645	2.66 %
African-American	34	5.27 %
American Indian/Alaskan Native	8	1.24 %
Asian	106	16.43 %
Filipino	9	1.40 %
Hispanic	247	38.29 %
Multi-Ethnicity	15	2.33 %
Pacific Islander	1	0.16 %
Unknown	28	4.34 %
White Non-Hispanic	197	30.54 %
50 + Total	513	2.11 %
African-American	29	5.65 %
American Indian/Alaskan Native	7	1.36 %
Asian	63	12.28 %
Filipino	12	2.34 %
Hispanic	125	24.37 %
Multi-Ethnicity	3	0.58 %
Unknown	30	5.85 %
White Non-Hispanic	244	47.56 %

While we have always recognized that we served demographics, we have affirmed the importance of tailoring our course selections and associated schedule to a diverse student bases with varied needs and program desires. This is especially true for night time course and distance education scheduling.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC) - Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

Response: The opportunity to serve our students comes at us from 360 degrees. As a leading institution for awarding business degrees and transferring students, we have a lot of opportunities to get it right – and get it wrong. While we are pleased with our overall performance, we know we have room for improvement – always. We acknowledge that our strengths serve our students well.

Some of the strengths we have are identified below. These strengths tie directly to our KPI data and the competitive nature that is education when it comes to student choice. The strengths are derived from a strong and functioning faculty team, the result of classroom focus and serving on campus committees.

- We have one of the STRONGEST campus demands for our courses.
- High level of computer-assisted learning implementation and division standards for distance/online instruction remains a strength.
- We continue to work closely with CSUF, CSULB & UC's to offer desired courses for articulation.
- Ongoing positive team dynamic that fosters creative ideas to improve our programs, e.g., change is to be embraced if it furthers the College vision and mission to serve our students.
- Strong track record of transfers.
- Continued very strong performance in degrees awarded among our peers (a leader).
- High-level of commitment by the full-time faculty members to both the department and campus governance activities. Ongoing high visibility and participation.
- We have a strong leadership team who works closely with the Department Coordinator and faculty in pursuit of policies, procedures, programs, and approaches that drive positive results.
- Identifying and responding to student needs with targeted and appropriate new course offerings
- Our team's strength and ability to have frank discussions that may encompass disagreement but does not cause a divisive or poor department culture.
- Our core team has established key and important positive relationships with other departments, divisions, and support service functions.
- Our team has very positive relationships with executive management which promote an environment that focuses first on our mutual mission.
- Our team works hard to embrace our College Values. More importantly, we execute "our business" with all College stakeholders in mind – which is no small matter.

Our collective active engagement results in plenty of opportunities to discuss, discard, employ, work, change, and modify new and existing programs to meet our student needs better.

3.2. What are the weaknesses of your program?

As a team, Accounting is always looking for and seeking ways to improve our programs. We teach business – and no one knows better than we that "growing" and "responding" to change is critical for success, if not survival. Everything is business, and everything we do is subject to improvement.

Our priorities include:

- Add additional faculty to serve our students better. This is a commonly stated weakness in many divisions – as we seek to deliver the programs we offer at the highest possible standard. With only five full-time faculty members, we are relying quite heavily on the goodwill of the part-time faculty and other full-time faculty across campus to meet student needs. The relation of FTE to our section load is expressed in the data and does not require a lot of analysis to understand we can better serve our students with additional FTF.

  We seek to add three (3) FT Accounting Department faculty by Fall 2020. This is a SAP.

- We continue to have unprepared students enrolled in many of our sections. We are taking a hard look at how to identify and quantify this data so that it can be meaningfully explored and targeted for improvement.

- Finalize and put in place a more formal program to create long-term business relationships with the community.

We want to note that while weaknesses in a program is not desirable, it does represent an opportunity to improve. As a team of business experts, we fully recognize and support the notion that addressing shortfalls is and should be a revealing process. Viewed as such, we work well together as a team and focus on the improvement and do not worry about who to blame.

3.3 What opportunities exist for your program?

Opportunities abound for our Accounting Program. Much of what we do to adapt and respond to shifts in student needs or demand for sections is immediate and often a one-off. Sometimes it is a small tweak that makes the difference. In Section 3.2, most of the "weaknesses" are, fundamentally, also an opportunity to improve. So, please refer there first for some of our targeted opportunities.

Additional Identified Opportunities:

- Implement and adjust our program offerings to align with recent Advisory Panel Input.

- Develop a foundational business certificate that provides students with that "first" achievement that can be formally recognized.

- Develop a program to prepare FC to offer a four-year degree when and if the opportunity is made available. We want to be ready to go – not be reactive.

- Employ more timely release of data to the department in a dashboard that talks too and highlights Tableau information that is meaningful and or interesting anecdotally.

- Continue to engage fully and provide input regarding our "new building" needs.

- Finalize the development of Career Pathways integration into Accounting. We will employ foundations developed by AACC.

We are very excited for the next three years. Many of the opportunities we have identified as a result of the PR process are squarely in our court – not requiring a great deal of activity outside of our common purview. While some improvements clearly require funding and time, great strides can be made with the personnel we have. We always have something to do.

3.4 What challenges exist for your program?

Most of the opportunities have been addressed above. We have an opportunity to do more of what we are good at – our strengths. We have an opportunity to improve on our identified weaknesses – sometimes hard, but it is right there waiting to be addressed. We have identified many opportunities to improve in section 3.3 – some of which do not require funding or rely on an extensive/burdensome process. So, we come to external threats/challenges.

- **Limited Faculty:** The Accounting Team views our most manageable challenge as executing the tasks and opportunities we have identified in this PR Cycle. Recognizing that these opportunities require time and ongoing focus from a very small team is important. Simply, the combined identified tasks are difficult in their totality. The old adage, doing business gets in the way of doing business. The classroom and students may come first, but the execution of our PR Plan requires extensive time and focus outside of the classroom.

  Our SAP to add three faculty members (one of which is a replacement) by Fall 2020. These faculty positions are required to implement and meet/exceed developmental plans in support of our College Mission and College Goal #1 – and Objective #2.

- **Restricted State Budget:** No surprise, but a reality, California State places limits on how funds are spent.

- **CSUF / CSULB Changes:** A common threat is typically out of your control – other than recognizing that the threat may occur. As the CSU's make changes to course requirements, a demand for some of our course offerings may decrease. We acknowledge here that some changes can have a positive impact as well. That stated, we remain focused and observant on these possibilities.

- **Publisher Costs & Focus on Technology:** Textbooks acquisition cost continues to be a sensitive and real problem for many students. Delays in student purchase of the text, while they wait on funding, is also an ongoing problem – often placing that student at a disadvantage in class – the result of which may be a retention or success issue. Further, the Publisher trend to employ/integrate technology tools for faculty/students can actually add time/effort to the book adoption process, let alone drive up the cost to the student.

4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	Desired Outcome	Assessment	Means	Date(s)	Cycles
1	PSLO #1) Recognize revenues and expenses in the proper period as required in accrual basis accounting and generally accepted accounting principles (GAAP), and make adjustments to ledger accounts accordingly.	On-going	Multiple-choice questions with 7 out of 10 questions correct.	On-Going	5/6
2	PSLO #2) Develop and use accounting information for daily recording of business financial transactions in a manufacturing environment, and develop and use operational budgets for a manufacturing company.	On-going	Multiple-choice questions with 7 out of 10 questions correct.	On-Going	5/6
3	PSLO #3) Use the computer to input routine cash and credit transactions involving sales, purchases, expenses and employees into a computerized general ledger accounting software program.	On-going	Multiple-choice questions with 7 out of 10 questions correct.	On-Going	5/6
4	PSLO #4) Prepare, comprehend, and analyze the basic accounting financial statements, income statement, retained earnings statement, balance sheet, statement of cash flow, and the related notes to the financial statements	On-going	Multiple-choice questions with 7 out of 10 questions correct.	On-Going	5/6

4.2 Assessment: Complete the expandable table below.

	Desired Outcome	Date Assessment	Means of Assessment	Summary of Data	Use of Results
1	See Summary Below		Course SLOs	See Summary Below	See Summary Below
2	See Summary Below		Course SLOs	See Summary Below	See Summary Below
3	See Summary Below		Course SLOs	See Summary Below	See Summary Below
4	See Summary Below		Course SLOs	See Summary Below	See Summary Below

Courses that employ CLSOs to measure outcomes each semester.

ACCT 001F – PLSO #01, #2, #3, #4
ACCT 011F – PLSO #01, #2, #3, #4
ACCT 101AF – PLSO #01, #2, #3, #4
ACCT 101BF – PLSO #01, #2, #3, #4
ACCT 107F – PLSO #01, #2, #3, #4
ACCT 201BF – PLSO #01, #2, #3, #4
ACCT 202F – PLSO #01, #2, #3, #4
ACCT 203F – PLSO #01, #2, #3, #4
ACCT 204F – PLSO #01, #2, #3, #4
ACCT 205F – PLSO #01, #2, #3, #4
ACCT 220F – PLSO #01, #2, #3, #4
ACCT 230F – PLSO #01, #2, #3, #4

All Course SLO's are assessed every semester. These assessments are made to gain insight into the SLO success and to provide faculty an opportunity to tweak or enhance coursework to increase student success rates.

4.3 What percentage of your program level SLOs have an ongoing assessment? Comment on progress/lack of progress.

100% of our SLOs are now assessed every semester. While great progress has been made in this area regarding frequency and compliance, there is a significant opportunity for improvement with the new eLumen platform. See 4.5 for an overview of this development.

4.4 How has an assessment of program-level SLOs led to improvements in student learning and achievement?

We want to "vote yes." Our improvements can be determined by simple measurement – we are more compliant than ever in terms of SLO focus and completion rates. We have moved from an SLO "cycle" to an "every class / every semester approach. Improvement, yes! We are working out the bugs of the new system and still patiently waiting for eLumen to talk to CurricuNET.

Can we correlate our improvement in execution to improvement in student learning and achievement? We do not know. We are aware that SLO assessment is a continuous endeavor that requires faculty to make/engage in meaningful determinations concerning student success every class – AKA learning and achievement. That stated, this process has primarily been a singular event in the day-to-day semester activities of each faculty member. While we talk about the process in department and division meetings, it is difficult to tie a specific trend in student retention or success with a "measured SLO."

All that stated, we do see an opportunity to use the new technology and platforms to garner more in-depth results. To that end, we hope to re-engineer our overall approach to SLOs on a macro scale – we hope that a wider field of view will result in more meaningful granular analysis. See 4.6, below.

4.5 How has an assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

Response: As mention in 4.4 above, we do not know. While we continue to trend up regarding degrees granted and transfer students moving on, our success and retention rates have trended down. While we intrinsically know that an engaged, capable, and caring faculty member use of SLOs is a good thing, we have no data that directly correlates to an improvement in this area. The wide-array of student touch points are so varied and individual-oriented, that we find it difficult to demonstrate causation directly. This is why we intend to overhaul our SLO program in 2018 / 2019. See 4.6, below.

4.6 What challenges remain to make your program level SLOAs more effective?

Response: 100% of our SLOs are assessed every semester. While progress has been made in this area in terms of frequency and compliance, the Accounting Team will be performing a major analysis in 2018 / 2019 to enhance our reporting format, technique, and operational systems. The end objective of this effort is to

streamline the process, integrate SLOs and PSLOs in a logical fashion that will result in more meaningful output across a multitude of programs and course offerings.

Being direct, any time a faculty member re-visits what they teach, how they measure results and evaluate how to serve the student best, they are moving in the right direction. In that regard, each faculty member contributes to the process – noting the data, turning it into information, and making micro and or macro decisions on how to achieve better results for the next class – even if the data "looks good." But the process we employ now is still largely one of the lone wolf taking care of their cadre of students.

While we have tweaked assessments to better measure student critical thinking skills, writing skills, communication skills, and informed decision making skills, we want to continue to improve in these areas. The number of unique courses, certificates, and degrees make any subsequent analysis an arduous process. Provided the new tools (eLumen), we are anxious to conduct a ground-floor review and assessment of our current processes. Our objectives are to:

1. revisit all course SLOs
2. edit / add / delete SLOs as required
3. design assessment tools that can be employed efficiently
4. revamp approach to employ SLO assessment across many core courses effectively
5. integrate seamlessly with our PSLOs
6. reduce time to complete
7. better serve analysis and meaningful, directed action
8. review assessment, curriculum, and teaching methodologies

We view our new SLO Development Program an ideal opportunity to hone our systems to better serve our students and faculty alike. We believe the use of technology, new back-office systems, and standardized processes will make a very positive difference.

5.0 Evaluation of Progress Toward Previous Goals/SAP's:
5.1 List the goals from your last self-study/program review.

1. SAP #1) Add ACCT 101A Honors Financial Accounting, ACCT 101B Honors Managerial Accounting, Corporate Taxation, and Ethics courses.
2. SAP #2) Add ACCT 1 Small Business Accounting Course.
3. SAP #3) Add courses for Voluntary Income Tax Assistance, Continuing Professional for Certified Public Accountants (CPA), Tax Attorneys and Enrolled Agent license renewals

5.2 Describe the level of success and/or progress achieved in the goals listed above.

We have been working diligently to achieve the SAPs listed above. The following new courses were/are currently being offered to meet SAPs as follows:

1. SAP #1) New courses ACCT 102HF Honors Financial Accounting Fall 2014, Fall 2015, and Fall 2016 and ACCT 205F Ethics in Accounting added Fall 2016 and Fall 2017.
2. SAP #2) New course ACCT 1 Small Business Accounting added Spring 2014 with one additional section added in subsequent per semesters
3. SAP #3) New courses added for continuing professional for Certified Public Accountant (CPA)
   o ACCT 107F Computerized Accounting with QuickBooks
   o ACCT 201AF Intermediate Accounting
   o ACCT 201BF Intermediate Accounting
   o ACCT 202F Cost Accounting
   o ACCT 203F Auditing
   o ACCT 204F Analysis of Financial Statements
   o ACCT 220F Individual Income Tax
   o ACCT 230F Excel for Accountants

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

For SAP #1, #2, and #3, we measured the level of success by reviewing the number of new courses, the number of sections offered and the number of students enrolled in those respective courses and sections.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

For SAP #1, #2, and #3 - Hire FTF for accounting to support new course and section offerings. Brandon Tran has been hired and assigned a full load. The net result was progress being made in FTEF to Adjunct and the added availability to labor resources to develop and work on ongoing department programs. He is also helping with the development of new courses to meet identified student needs.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

For SAP #1, #2, and #3 - Hire FTF for accounting to support new course and section offerings. The additional of the FTF member allowed the Division and, hence, the Accounting Department, access to the dedicated talent required to move forward on identified opportunities and mitigating challenges. We would be able to add new courses and sections to meet our Accounting program enrollment needs. As mentioned prior, enrollment for our accounting program has shown a healthy growth from 1,846 students in 2013 to 2,742 in 2017, an increase of 896 students or 49%.

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

We had to cancel several course offerings and limit our offerings to the core program courses. We were unable to offer some courses that students needed to meet the degree and certificate requirements.

6.0 Strategic Action Plans (SAP): Using the tables below list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	Hire three (3) Fulltime Faculty for our Accounting Department by Fall 2020.
List College goal/objective the plan meets:	College Goal #: 1: Fullerton College will promote student success. Objective #: 2: Increase course retention and success.
Describe the SAP: (Include persons responsible and timeframe.)	A Business Hiring Committee will be formed to execute on this SAP. The Department Coordinator will lead the effort to form the committee at an appropriate time.
What *Measurable Outcome* is anticipated for this SAP?	New Accounting Instructors Hired and in place by Fall 2020.
What specific aspects of this SAP can be accomplished without additional financial resources?	Once funded, no additional financial requirements are anticipated.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	Depends Upon HR Placement under District Policy and Faculty Contract.	District & College
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	TBD	

STRATEGIC ACTION PLAN # 2	
Describe Strategic Action Plan: (formerly called short-term goal)	Add ACCT 102HF Honors Financial Accounting, ACCT 101B Honors Managerial Accounting and Corporate Taxation
List College goal/objective the plan meets:	College Goal #: 1: Fullerton College will promote student success. Objective #: 2: Increase course retention and success.
Describe the SAP: (Include persons responsible and timeframe.)	ACCT 102HF Honors Financial Accounting: Paul St. John for Fall 2019 ACCT 101B Honors Managerial Accounting: Paul St. John for Spring 2019 Corporate Taxation: New FTF for Fall 2019
What *Measurable Outcome* is anticipated for this SAP?	The number of students who transfer and/or are awarded a degree or certificate.
What specific aspects of this SAP can be accomplished without additional financial resources?	Planning and obtaining approval of courses through CurricUnet.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	1 additional FTF	District & College
Facilities	1 FTF office and 1 classroom	
Equipment	FTF computer and workstation	
Supplies		
Computer Hardware	40 laptops/tablets	
Computer Software	Microsoft Office, et.al.	
Training		
Other	Please note that the classroom can be utilized by other Business/CIS courses	
Total Requested Amount	$120,000	

STRATEGIC ACTION PLAN # 3	
Describe Strategic Action Plan: (formerly called short-term goal)	Add courses for continuing professional education for Certified Public Accountants (CPA), Tax Attorneys, and enrolled agent (EA) license renewals.
List College goal/objective the plan meets:	College Goal #: 1: Fullerton College will promote student success. Objective #: 2: Increase course retention and success.
Describe the SAP: (Include persons responsible and timeframe.)	CPE for CPAs, Attorneys, and EA: Ming-yin Scott for Fall 2018
What *Measurable Outcome* is anticipated for this SAP?	CPE: Successful approval by the California Board of Accountancy.
What specific aspects of this SAP can be accomplished without additional financial resources?	Planning and obtaining approval of the courses through CurricUnet.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	2 additional FTF	District & College
Facilities	2 FTF office and 2 classrooms	
Equipment	FTF computer and workstation	
Supplies		
Computer Hardware	40 laptops/tablets	
Computer Software	Microsoft Office, et.al.	
Training		
Other	Please note that the classroom can be utilized by other Business/CIS courses	
Total Requested Amount	$200,000	

7.0 Long Term Plans - Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

Grow and expand the accounting program and to include a bachelor program.

Add advance accounting courses in Fraud Accounting, Forensic Accounting, and Government Accounting.

8.0 Self-Study Summary This section provides the reader with an <u>overview</u> of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

First and foremost, our response to the Program Review Update was a collaborative process. Our team of professionals are keen to be reflective and committed to the process of ongoing improvement.

Key Data and Trends clearly show we live in a world of moving targets. We view this as a good thing, as our core beliefs embrace the concept that change is not only inevitable, but desirable. Institutions that fail to recognize or respond to shifts in the environment are prone to ongoing difficulty and ultimately failure. We have responded and adapted our programs based upon environmental shifts – subtle or otherwise.

Mission, Vision, Goals, and Values are the cornerstone of life in a business or organization. Provided our charter in Accounting and our role as faculty, we work tirelessly to align and implement Fullerton's principles in all we do. This effort reflects the progress we have made and serves us well when responding to change or mission challenges.

The accounting program provides:
1) Transfer opportunities to obtain a business or accounting baccalaureate degree.
2) Transfer opportunities to obtain a master's or 150 hours to become eligible to take the Certified Public Accountants exam.
3) Accounting Certificate prepares students for entry level accounting positions. Some students need only a few accounting courses to excel in their current position.
4) Majority of the required additional 30 extra units to sit for the CPA exam for students that already have a baccalaureate. Going forward we need to re-evaluate which accounting courses we can offer at this higher level.
5) Offer accounting courses to non-business majors making them more marketable in the job market.

Goal #03 requires constant contact with the community that we serve. Our in-depth community / business discussions make it very clear that a well-rounded employee now requires more skills than ever. The desire of business to employ a student who can blend academic skills, technical skills, and extensive soft skills is more prevalent today.

For example, at a recent Business Advisory Committee meeting, we were afforded the opportunity to seek and absorb the input from the business community. This included obtaining key insights and visions that helped us assess, plan, and implement program changes. At the macro level, the advisers provided keen insight in:

- Employment Outlook
- Internship Programs
- Skills / Traits / Attributes Requirements
- New Courses / Development Needs

We believe that our internal assessment of our strengths, weaknesses, opportunities, and challenges indicate our collective desire to set Fullerton College apart from other academic choices. No surprise, the data clearly shows that Accounting remains one of the top majors among students. We take every student seriously and focus on delivering the best education possible. Wherever possible, we seek constructive feedback or review and work hard at being responsive and open to change. Change is inevitable and can be a healthy process.

Our short-term and long-term plans continue to have the student at the heart of our planning. Much like the real-world of business, we are working hard to remain current and of interest to our students and the business community. We understand that funding is often required to meet new opportunities or challenges head-on. We have identified some SAPs that will be key to our success over the next PR Cycle.

While some of these changes do not require extensive funding, others do. There is no particular mystery to the cost of FT Faculty and Classroom Technology Refresh activity at the College. In the final analysis, the key formula for ongoing success rest with the Accounting Department FT Faculty Team – matching available staff and funds to implement programs and execute our core mission.

We are also very excited to develop further our approach to managing the SLO process. No surprise, eLumen and some additional short-term elbow grease will allow us to have access to better data. Better data means better information, which we hope to translate into better decisions that will result in higher levels of student success and achievement.

In the end, we focused on identifying and assessing the tools our team must employ and utilize to deliver on our Fullerton College Mission. A combination of hard work, minimal funding for small program changes, and improving current classroom technology were key attributes of our review.

Thank you for your time and ongoing support.

Division Deans' or appropriate Immediate Management Supervisor (IMS)
   Response Page

☐   *I concur with the findings contained in this Program Review.*

☐   *I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

Area of exception:

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☐   *I do not concur with the findings contained in this Program Review (include a narrative exception):*

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