



Fullerton College Program Review and Planning Self-Study for Instructional Programs Fall 2021

Statement of collaboration

The program faculty members 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 comprehensive self-study.

Participants in the self-study

Brandon Tran, Department Coordinator
Paul St. John
Ming-yin Scott
Phat Truong
Stefan Ignatovski

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 and Planning Committee.

<u>Brandon Tran</u> Printed name of principal author	<u>Brandon Tran</u> Signature	<u>11/15/2021</u> Date
<u>Brandon Tran</u> Printed name of department coordinator	<u>Brandon Tran</u> Signature	<u>11/15/2021</u> Date
<u>Carlos Ayon</u> Printed name of Dean	<u><i>Carlos M Ayon</i></u> Signature	<u>12/1/2021</u> Date

A Note on terminology

“Program review” is the blanket term for all parts of this process. This document is a comprehensive “self-study.” Fullerton College defines “program” as a course of study leading to a degree or certificate. A department may contain more than one program. With consultation with the Program Review and Planning Committee, a department may decide to write a separate self-study for each program within its department.

1.0 Executive Summary (Please write this section last, but include it here at the front of the self-study, on a page all by itself.)

Fullerton College Mission Statement:

Fullerton College advances student learning and achievement 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.

Fullerton College Mission is concise and straightforward. Connection to our college mission occurs at every level and point of instruction, the execution of which is complex and requires ongoing diligence. Our accounting faculty strives to meet and/or exceed our goals by seeking to create a supportive and inclusive learning environment that prepares students for higher-level degrees, position advancement and/or careers.

Our accounting program supports the college’s 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.

The accounting program provides and offers:

1. transfer opportunities to obtain a business or accounting baccalaureate degree,
2. transfer opportunities to obtain a masters or 150 hours to become eligible to take the Certified Public Accountants (CPA) exam,
3. multiple accounting certificates prepare students for entry level accounting positions, and
4. accounting courses to non-business majors making them more marketable in the job market.

Based on the data provided by the Office of Institutional Effectiveness covering student achievement and student equity, we have identified inequities with African American and Latinx students showing the largest achievement and equity gaps. We have developed an equity action plan to help mitigate those

achievement and equity gaps. The equity action plan includes hiring a more diverse faculty and developing a more diverse mentorship program.

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. To keep pace with the changing business environment, we have our annual Business Advisory Committee, where the accounting department gets the opportunity to seek and absorb input from the outside business community leaders. This includes obtaining key insights and visions that help us assess, plan, and implement program changes. At the macro level, the business community leaders provided keen insight in:

1. Employment Outlook
2. Internship Programs
3. Skills / Traits / Attributes Requirements
4. 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. Wherever possible, we seek constructive feedback and work hard at being responsive and open to change.

We understand that funding is often required to meet new opportunities and bridge achievement and equity gaps in our student population. We have identified three (3) SAPs that will be essential to our success over the next program review cycle. In the final analysis, the key formula for ongoing success resides with the accounting faculty and resources allocated to the department; 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. With a dedicated accounting faculty managing eLumen, we will be able to gather and access better student data. Better data means better information, which we hope to translate into better decisions that will result in higher levels of student success and achievements.

Thank you for your time and ongoing support.

2.0 Mission

Please explain briefly how your program contributes to the College's [mission, vision, core values, and goals](#). Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not then please consider discussing one with your colleagues.

FULLERTON MISSION

Fullerton College advances student learning and achievement 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.

ACCOUNTING DEPARTMENT MISSION

Our mission is to provide a full range of programs and services to meet the educational, professional development, and career needs to our students.

New Contributions Highlight

In an effort to provide educational and career growth to our students, we are offering new accounting certificates as follows:

- A. Advanced Bookkeeping Certificate
- B. Cost Accounting Certificate
- C. Entry-Level Accounting Certificate
- D. Financial Accounting Certificate
- E. Payroll Accounting Certificate
- F. Small Business Bookkeeping Certificate
- G. Individual Taxation Certificate

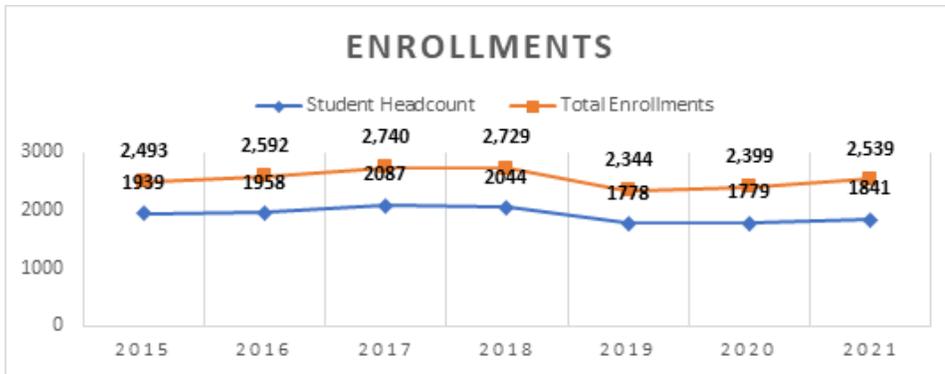
3.0 Students

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

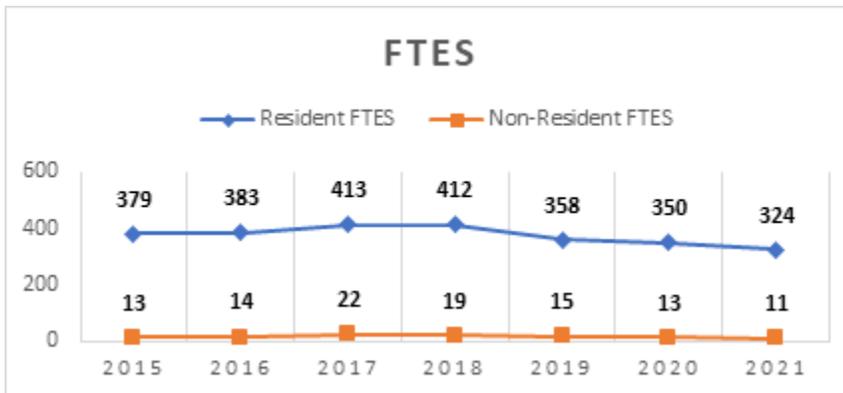
3.1 Enrollment demographics

1. Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years.

Enrollment in the past 5 years varied, having the highest enrollment and student headcount in 2017. There was a continuous increase from 2015 to 2017. In 2019, there was a sharp decrease of 13% in enrollments and 14% in student headcount. From 2019 to 2021, both enrollments and student headcount have increased and the data in 2021 resembles the levels from 2016.



FTES had its highest level in 2017 when it started declining and in 2021 is at its lowest level of 324



5-Year Change Calculation

The following table calculates the % change in **enrollments** and **headcount** between AY 16/17 and AY 20/21.

Note the table shows the change for "This Program" as well as the change for all other programs combined at the College.

5-Year % Change in Enrollments	All Other Programs	-12.0%
	This Program	-7.3%
% Change in Headcount	All Other Programs	-11.8%
	This Program	-11.8%

1-Year Change Calculation

The following table calculates the % change in **enrollments** and **headcount** between AY 19/20 and AY 20/21.

Note the table shows the change for "This Program" as well as the change for all other programs combined at the College.

% Change in Enrollments	All Other Programs	-3.7%
	This Program	5.8%
% Change in Headcount	All Other Programs	-3.4%
	This Program	3.5%

Data for the past 5 years shows that our department has 7.3% decrease in enrollment and

11.8% decrease in headcount. However, the 1-year change is an increase in enrollment and headcount by 5.8% and 3.5%, respectively. While the data for the past 5 years shows similar or smaller decrease as compared to other programs, our program shows better results in the past year.

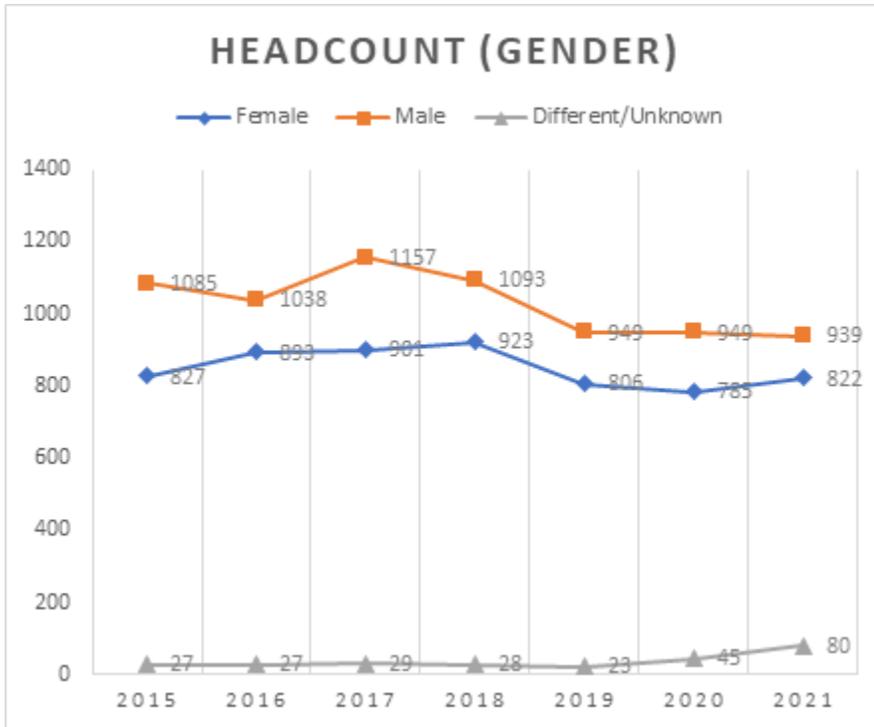
SECTION 3.1.1: Using the data provided by the OIE, briefly describe the enrollment trends in your program over the past five years.

**Enrollments (Seat Count) by Course for:
Accounting**

Course	Enrollments (Seat Count)					1 Year Comparison	5 Year Comparison
	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21	AY 19/20 v. AY 20/21	AY 16/17 v. AY 20/21
ACCT 001 F	111	110	96	47		-100%	-100%
ACCT 011 F	14		18				-100%
ACCT 100 F				44	105	139%	
ACCT 101AF	1,436	1,352	1,117	1,177	1,221	4%	-15%
ACCT 101BF	924	929	794	761	739	-3%	-20%
ACCT 104 F	77	17					-100%
ACCT 107 F		95	148	119	163	37%	
ACCT 110 F				34	51	50%	
ACCT 112 F	28						-100%
ACCT 201AF	37	44	43	41	44	7%	19%
ACCT 201BF	36	31	38	37	36	-3%	0%
ACCT 202 F	14	21	16	26	25	-4%	79%
ACCT 203 F	23	24		32	26	-19%	13%
ACCT 204 F	11	17	10		22		100%
ACCT 205 F	29	32	25	18	28	56%	-3%
ACCT 220 F		19	22	31	49	58%	
ACCT 230 F		38	17	32	30	-6%	
Grand Total	2,740	2,729	2,344	2,399	2,539	6%	-7%

- Using the data provided by the OIE, describe the student population the department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain.

When headcount data is disaggregated by gender, we have the following results.

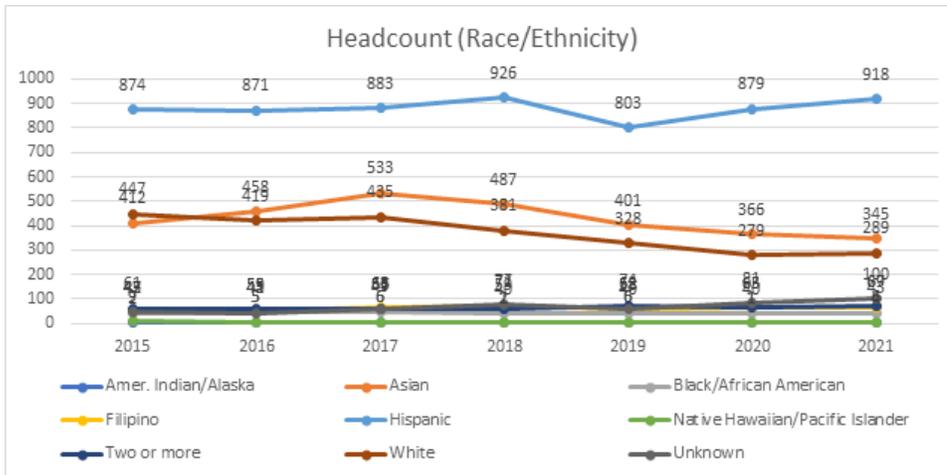


The proportion of male students is higher. However, in 2021 there is an almost equal trend. This result is not because female students increased significantly, but mainly because male student population significantly decreased since 2017.

When enrollment data is disaggregated by race/ethnicity:

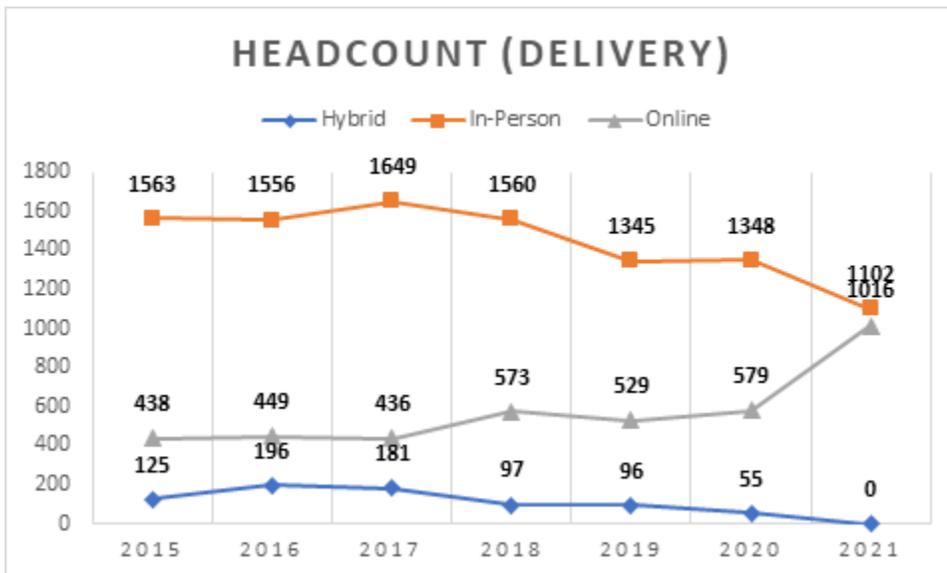
Accounting Enrollments by Race | Ethnicity | Ancestry

	All Other Prog..	This Program
Amer. Indian Alaska N..	0.2%	0.2%
Asian	11.0%	20.5%
Black African Amer.	2.9%	2.2%
Filipino	2.7%	3.4%
Latinx	57.8%	49.0%
Native Hawaiian Pacifi..	0.2%	0.4%
Two or More	3.4%	3.7%
Unknown	5.7%	5.2%
White	16.1%	15.4%



We are a Hispanic serving institution and that is reflected in the accounting program as well. Both Asian and White headcounts have decreased over the years. All other demographic groups remain at relatively the same level.

When headcount data is disaggregated by instructional delivery:



Starting in 2017, the in-person headcount started decreasing and ultimately decreased by almost 19% by 2019. The online headcount increased by 32% in this same time-period. 2020 and 2021 should not be considered because all delivery was moved to online learning, and thus, it is not a good representation of the student demand.

Enrolments in Accounting compared to all other programs (20/21)

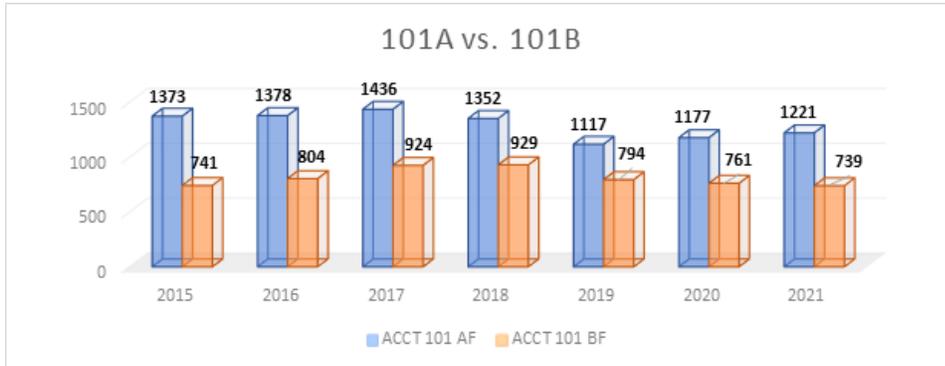
Enrollments in Accounting Compared to All Other Programs: AY 20/21

% Degree Transfer	All Other Programs	77%
	This Program	66%
% Certificate	All Other Programs	3%
	This Program	3%
% Career Dev.	All Other Programs	6%
	This Program	10%
% Special Admit	All Other Programs	3%
	This Program	0%
% Age: Under 20	All Other Programs	33%
	This Program	15%
% Age: 20 - 24	All Other Programs	42%
	This Program	45%
% Age: 25+	All Other Programs	25%
	This Program	40%
% Majors	All Other Programs	20%
	This Program	26%
% 3+ Program Courses / Year	All Other Programs	7%
	This Program	5%
% Special Admit Last Year	All Other Programs	7%
	This Program	2%
% 24+ Unit Attempts This Year	All Other Programs	22%
	This Program	39%
% College Grad	All Other Programs	6%
	This Program	16%
% DSS	All Other Programs	6%
	This Program	4%
% Foster Youth	All Other Programs	1%
	This Program	0%
% LGBT	All Other Programs	9%
	This Program	7%
% Low-Income	All Other Programs	74%
	This Program	74%
% Veteran	All Other Programs	2%
	This Program	3%

The student population in the accounting program is 45% in the age range of 20-24, 40% in the age range of 25+, and only 15% under the age of 20. Large number, 16% of our students, are already college graduates, compared to all other programs at 6%.

- Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.

The classes with the highest demand are ACCT 101 AF and ACCTG 101 BF. Both courses are transferrable and are required for the Business of Administration for Transfer Degree and can be elected as part of the Economics for Transfer Degree. Data also shows a strong demand for ACCT 107 F and ACCTG 100 F, especially in the latter years.



While the enrollment significantly decreased in ACCTG 101 AF in 2019 (~17%), it showed a steady increase (9%) in 2020 and 2021, when they were offered online. Unfortunately, the enrollment in ACCTG 101 BF continued to decrease even after 2019 (3-4% per year). ACCT 101 AF is an introductory course, and it is the course our department can use to promote accounting as a profession. We must discuss and find appropriate strategies to make the introductory accounting course attractive and exciting for students, so that ACCT 101 BF can follow the growth rate of ACCT 101 AF.

It is interesting to note that while 201 AF and 201 BF show steady enrollment, ACCT 220 F showed stronger enrollment in 2020 and 2021, when it was offered online. The instructional delivery must be considered in the future when planning the course offerings. Several courses (ACCT 101A, ACCT 101B, ACCT 107, and ACCT 220) show increase in enrollment when offered online.

When data is disaggregated by race/ethnicity, for the last 2 years, ACCT 101A enrollment was improved for our Hispanic, White, Black/African American, and Filipino populations, but we noted a decrease in our Asian population. For ACCT 101B, there was a decrease in Hispanic, Asian, Filipino, and Black/African American populations. We should identify why the enrollment trends from ACCT 101A are not followed in ACCT 101B.

4. Please describe how course offerings match students' preparation and goals.

Our department offers an Accounting Associate in Science Degree. Our most popular courses (ACCT 101A and ACCT 101B) are a requirement of the Business Administration for Transfer Degree and elective courses in the Economics for Transfer Degree. Additionally, our department offers eight different certificates. Finally, we offer courses that help students fulfill the

requirements to sit for the CPA exam or need to fulfill the requirements to be admitted into an Accounting Master’s program. Thus, whether our students want to obtain an associate degree, transfer, fulfill requirements for national certification, or fulfill the prerequisites for a master’s program, our course offerings match all of those goals.

Another goal of the department is to propose the creation of a bachelor’s degree in accordance with AB 927.

- Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

Enrollment does not significantly vary by semester, but it reflects the enrollment in the academic years described in 3.1.

5 Courses with Most Enrollments (5 Year Totals)					Average* Number of Sections Offered and Enrollment by Semester <i>*(5-Year Avg.)</i>		
Course	Enrollme..	Sections	% Online	% Evening		Avg. Sections	Avg. Enrollments
ACCT 101AF	6,303	153	14%	41%	Summer	9	393
ACCT 101BF	4,147	108	23%	32%	Fall	29	1,104
ACCT 107 F	525	11	69%		Spring	30	1,054
ACCT 001 F	364	14	0%	48%			
ACCT 201AF	209	5	0%	0%			

The following data shows the number of times a course has been offered in each term.

Number of Summer, Fall, and Spring Terms, respectively, a course has been offered in the last 5 years.

(5 = Course has been offered every Fall term in the last 5 years; 4 = Course has been offered 4 of the last 5 fall semesters, etc.)

Course	Summer	Fall	Spring
ACCT 001 F		4	3
ACCT 011 F			2
ACCT 100 F		1	2
ACCT 101AF	5	5	5
ACCT 101BF	5	5	5
ACCT 104 F	2	1	1
ACCT 107 F	3	4	4
ACCT 110 F			2
ACCT 112 F		1	
ACCT 201AF		5	
ACCT 201BF			5
ACCT 202 F			5
ACCT 203 F		4	
ACCT 204 F			4
ACCT 205 F		5	
ACCT 220 F		4	
ACCT 230 F		1	4

3.2 Student Achievement and Equity (and student demographic profile)?

- Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

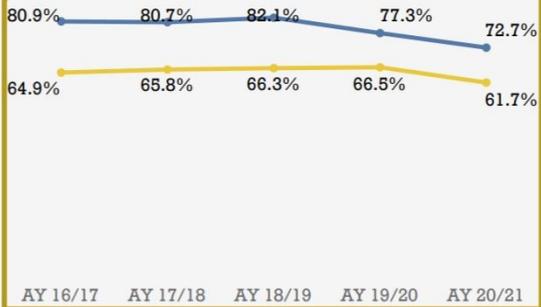
The course success varied in all courses, except in ACCT 220 F and ACCT 100F, where it is steadily increasing. The success in ACCT 101 AF increased to its highest level in 2018, but started decreasing in 2019 and 2020, and sharply declined in 2021. The success in ACCT 101 BF increased to its peak in 2020 and sharply decline in 2021. The same occurred in 201 AF and 203F. Conversely, 201 BF shows improvement in success.

This decline in success might be due to a challenging online environment for both students and instructors. The department should discuss and find appropriate remedies to increase success rates in the online delivery.

Course Completion and Success for Accounting

	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21
Course Completion	80.9%	80.7%	82.1%	77.3%	72.7%
Course Success	64.9%	65.8%	66.3%	66.5%	61.7%

Course Completion and Success for Accounting

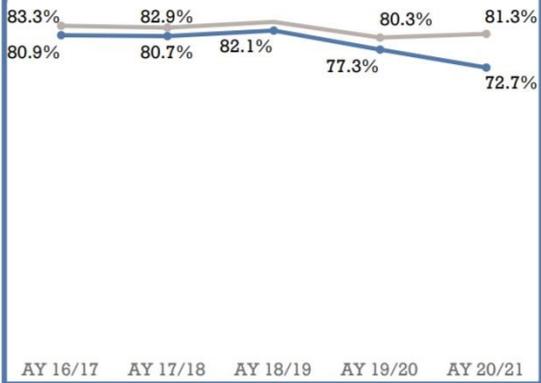


Course Completion and Success for Accounting Relative to All Other Programs

Course Completion for Accounting

	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21
Program Match	83.3%	82.9%	84.3%	80.3%	81.3%
All Other Progra..	83.3%	82.9%	84.3%	80.3%	81.3%
This Program	80.9%	80.7%	82.1%	77.3%	72.7%

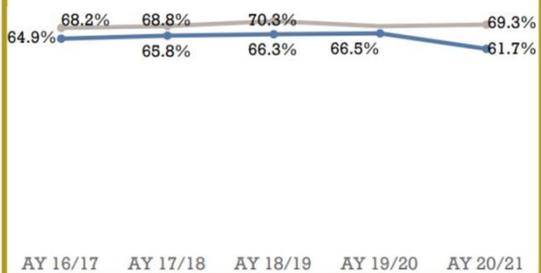
Course Completion for Accounting v. All Other Programs

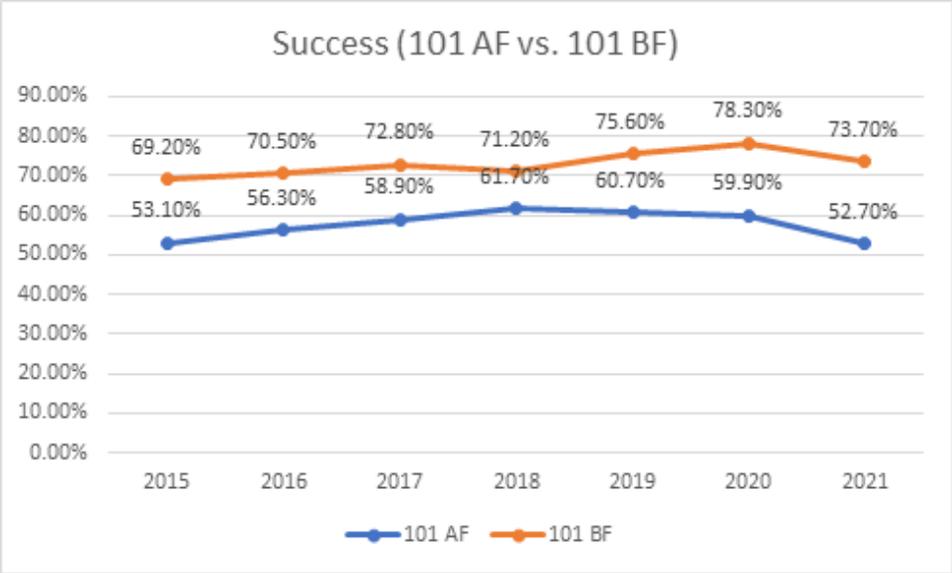


Course Success for Accounting

	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21
Program Match	68.2%	68.8%	70.3%	68.8%	69.3%
All Other Progra..	68.2%	68.8%	70.3%	68.8%	69.3%
This Program	64.9%	65.8%	66.3%	66.5%	61.7%

Course Success for Accounting v. All Other Programs





Total program awards and certificates increased to their peak in 20/21, which might be a result of the highest enrollment shown in 2018. It could also be that during COVID pandemic students were not applying for program awards in the previous years.

Our program shows an increasing rate of transfers to 4-year universities. The main transfer destination is the CSU system, followed by the UC system. Transfer rates are highest among Latinx, Asian, and White students.

of Unique Students Earning a Program Award in Last 5 Years in Accounting

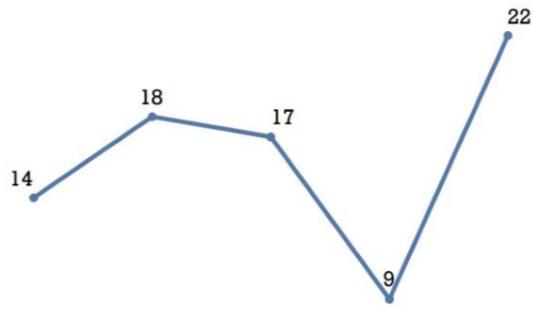
75

of Unique Students Earning a Program Award by Type in Last 5 Years in Accounting

Associate
51

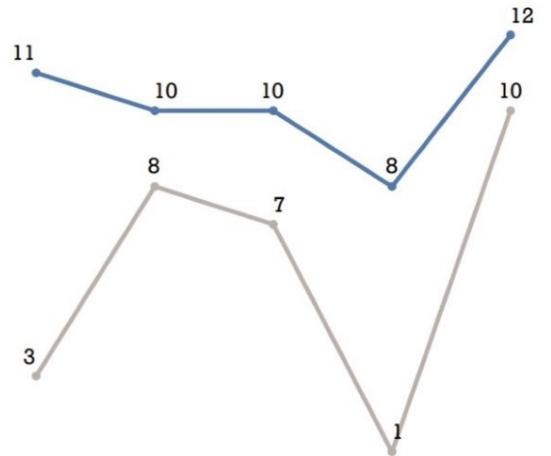
Certificate: State Approved
27

Program Awards by Year
Total Awards



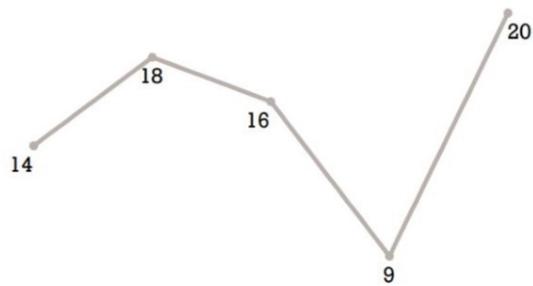
AY 16/17 AY 17/18 AY 18/19 AY 19/20 AY 20/21

Program Awards by Type
Degrees, State Approved Certs + Local Certs



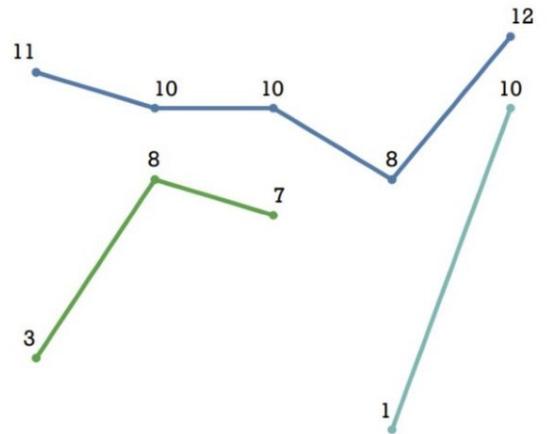
AY 16/17 AY 17/18 AY 18/19 AY 19/20 AY 20/21

Students Earning an Award by Year
Unique Students



AY 16/17 AY 17/18 AY 18/19 AY 19/20 AY 20/21

Program Awards
AA/AS, ADT, Cert: <30 Units, Cert: 30 - 59 Units, Cert: 60+ Units, Local Certs



AY 16/17 AY 17/18 AY 18/19 AY 19/20 AY 20/21

# of Unique Students Earning a Program Award in Last 5 Years in Accounting	75	Total Program Award in Last 5 Years in Accounting	80
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# of Students Earning a Program Award by Award Type						
	Year					Grand Total
	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21	
Associate	11	10	10	8	12	51
Certificate: State Approv..	3	8	7	1	8	27
Total: Unique Students	14	18	16	9	20	75

Program Award Details for Accounting Unique Students by Award Type by Year						
	Year					Grand Total
	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21	
AS	11	10	10	8	12	51
Cert: 18-29 Units	3	8	7			18
Cert: 30-59 Units				1	8	9
Unique Students	14	18	16	9	20	75

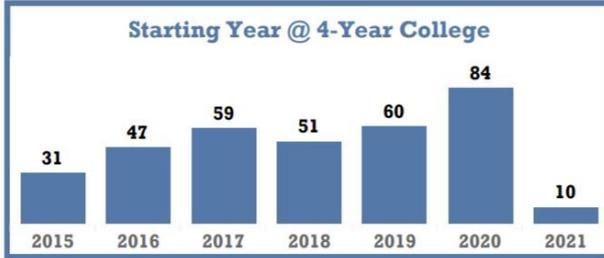
Program Award Details for Accounting Total Specific Awards by Year								
			AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21	Grand Total
AS	AS Accounting	2S03824	11	10	10	8	12	51
Cert: 18-29 U..	Cert: Accounting	2C21255	3	8	7			18
Cert: 30-59 U..	Accounting	2C21255A				1	10	11
Total Awards			14	18	17	9	22	80

Total **Transfer** Students from Accounting

342

Transfers by Award Earners or Majors

Degree / Cert.	14
Major	328



Transfer by Destination

CSU	249
UC	24
Other	69

Transfer by Race | Ethnicity | Ancestry

	Transfers	%
Asian	112	33%
Black African Amer..	8	2%
Latinx	141	41%
Two or More	8	2%
Unknown	8	2%
White	65	19%

Transfer by Destination by Award Earner or Major

	Degree / Cert.	Major
CSU	10	239
UC		24
Other	4	65
Total	14	328

Most Popular 4-Year College Destination (Top 7)

CALIFORNIA STATE UNIVERSITY - FULLERTON	187
CALIFORNIA STATE UNIVERSITY - LONG BEACH	21
CALIFORNIA STATE POLYTECHNIC UNIVERSITY POMONA	18
CALIFORNIA STATE UNIVERSITY - DOMINGUEZ HILLS	15
UNIVERSITY OF SOUTHERN CALIFORNIA	7
UNIVERSITY OF CALIFORNIA - IRVINE	7
UNIVERSITY OF CALIFORNIA-LOS ANGELES	6

**Strong Workforce Program
(TOP Code)**

Chancellor's Office Strong Workforce Program dashboard. That dashboard, and additional documentation, can be found at: calpassplus.org/Launchboard/SWP.aspx

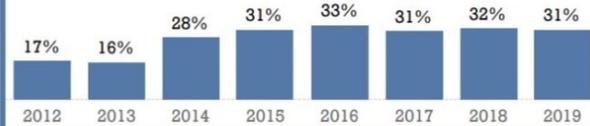
Accounting (0502)

Program Selector
Accounting

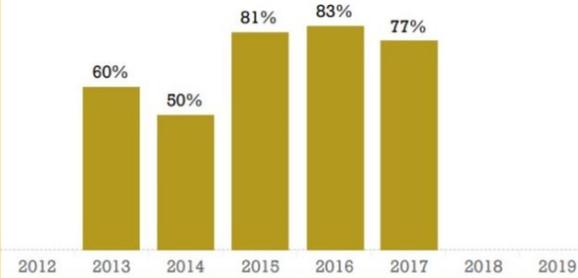
SWP Students: All students enrolled in the selected year who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) excluding Special Admit students on a TOP code that is assigned to a vocational industry sector.

Programna..	2012	2013	2014	2015	2016	2017	2018	2019
Accounting ..	1,305	1,471	1,701	1,934	1,953	2,078	2,032	1,768
Grand Total	1,305	1,471	1,701	1,934	1,953	2,078	2,032	1,768

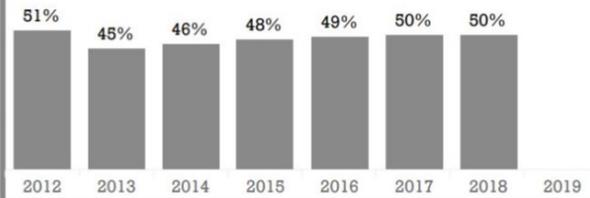
SWP Units: Among all Strong Workforce Program students, the proportion who successfully completed nine or more career education semester units in the selected year within a single district



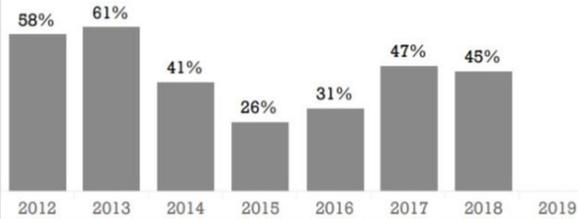
SWP: Job Close to Field of Study: Among students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study



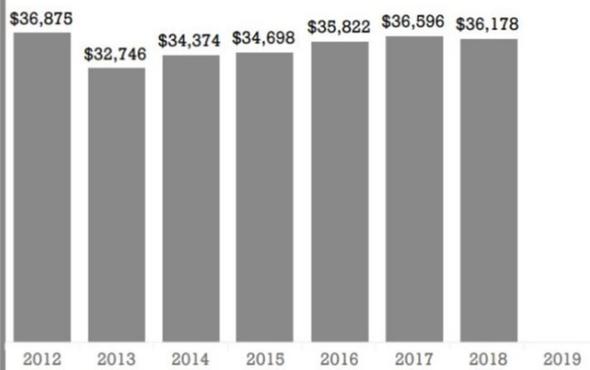
Attained the Living Wage: Among students who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit



Median Change in Earnings: Among Strong Workforce Program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended



Median Annual Earnings: Among students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit.



- Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

by Race | Ethnicity | Ancestry

	Enrollments	Course Co..	Gap
Amer. Indian Alaska Native	24	70.8%	
Asian	2,959	85.9%	
Black African Amer.	273	68.1%	-30
Filipino	436	82.6%	
Latinx	5,821	75.4%	-358
Native Hawaiian Pacific Island..	31	77.4%	
Two or More	447	76.7%	
Unknown	478	81.8%	
White	2,282	78.5%	

by Gender

	Enrollments	Course Completion	Gap
Different Id..	309	76.7%	
Female	5,794	78.6%	
Male	6,648	79.1%	

by DSS

	Enrollments	Course Completion	Gap
Not DSS	12,274	79.2%	
DSS	477	69.0%	-49

by Foster Youth

	Enrollments	Course Completion	Gap
Not Foster Y..	12,716	78.8%	
Foster Youth	35	68.6%	

by LGBT

	Enrollments	Course Completion	Gap
Not LGBT	12,361	79.2%	
LGBT	390	66.2%	-51

by Low Income

	Enrollments	Course Completion	Gap
Not Low Income	3,075	82.5%	
Low Income	9,676	77.6%	-479

by Military Status

	Enrollments	Course Completion	Gap
Not Military	12,423	78.6%	-802
Military	328	85.3%	

African American and Latinx show large equity gaps. Pathways and programs such as Abriendo Caminos and Umoja should become part of the department to close these equity gaps as much as possible. The department must discuss and find ways to reduce the evident equity gaps. Hiring additional faculty that will reflect the student body and student demographics, implementing mentorship programs and the instructional teams pilot should be part of the department’s strategy in the future.

of Unique Students Earning a Program Award by Type in Last 5 Years in Accounting

Associate
51

Certificate: State Approved
27

Accounting Majors in Accounting Courses
vs.
Accounting Award Earners

Enrollments Among Accounting Majors by Race Ethnicity Ancestry		Program Awards in Accounting by Race Ethnicity Ancestry		
American Indian Alaska Na..	0%			
Asian	32%			
Black African American	1%			
Filipino	4%			
Latinx	39%			
Native Hawaiian Pacific Isl..	0%			
Two or More	3%			
Unknown	4%			
White	16%			
		Total Awards	% of Total Awards	
		Asian	33	41%
		Latinx	28	35%
		Unknown	2	3%
		White	17	21%

- Does the department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.

The accounting department is moving towards consistent grading across the department. The grading in all accounting courses has been simplified and is transparent. Simplifying the grading

system is one step towards all students understanding the grading system and thus, succeeding in the courses. There should be discussions about attendance, late-work, and extra credit policies to allow students from different backgrounds and students with different life circumstances to be able to succeed in their academic endeavor.

4. Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?

Our department is planning to tackle the gaps in several ways. An action plan should include hiring a more diverse faculty members that will reflect the student populations. This practice will enable the department to better understand the needs of our students and will create a more welcoming environment for our students. Developing a mentorship program that will assist other departmental faculty will also be beneficial.

Our division is already participating in the Instructional Teams Pilot Program, and we expect to reap the benefits from it by an appropriate data analysis, sound equity plans, and appropriate professional development opportunities.

There are several programs that should be explored that are specific to certain student populations. These programs are promising in making our course offerings friendly and attractive to all different populations we have on our campus, especially where equity gaps exist.

Finally, appropriate trainings and professional development opportunities should be explored to improve our online delivery and hopefully increase our success rates in an online environment.

3.3 Student Achievement and Pathways

1. Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)

5 Most Enrolled Courses in Accounting

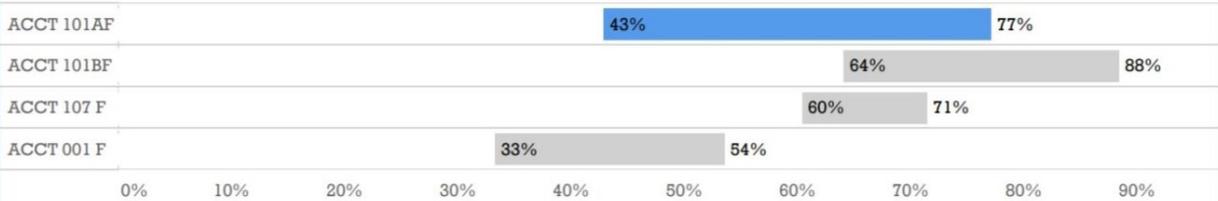
NOTE: 5-year totals

	Enrollments	Students Repeating	% of Students who Repeated	Course Completion	Course Success	Withdraw Rate
ACCT 101AF	6,303	721	13.3%	74%	59%	26%
ACCT 101BF	4,147	437	12.1%	86%	74%	14%
ACCT 107 F	525	18	3.6%	74%	67%	26%
ACCT 001 F	364	19	5.5%	77%	45%	23%
ACCT 201AF	209	12	6.1%	82%	68%	18%

Range of Success Rates by Section:

20th Percentile v. 80th Percentile

(At least 10 Sections Offered)



Disproportion Impact in Top 5 Enrolled Courses by Course by Race | Ethnicity | Ancestry

NOTE: Only Identities with Calculated Disproportion Impact Appear

		Enrollments	Course Success	Gap
ACCT 101AF	Black African Amer.	141	41.1%	-25
	Latinx	2,993	53.1%	-324
ACCT 101BF	Black African Amer.	77	57.1%	-13
	Latinx	1,874	70.4%	-127
	Two or More	151	66.2%	-12
ACCT 107 F	Latinx	235	62.6%	-18
ACCT 001 F	Latinx	193	35.2%	-39
	Unknown	10	30.0%	-2
ACCT 201AF	Latinx	80	58.8%	-13

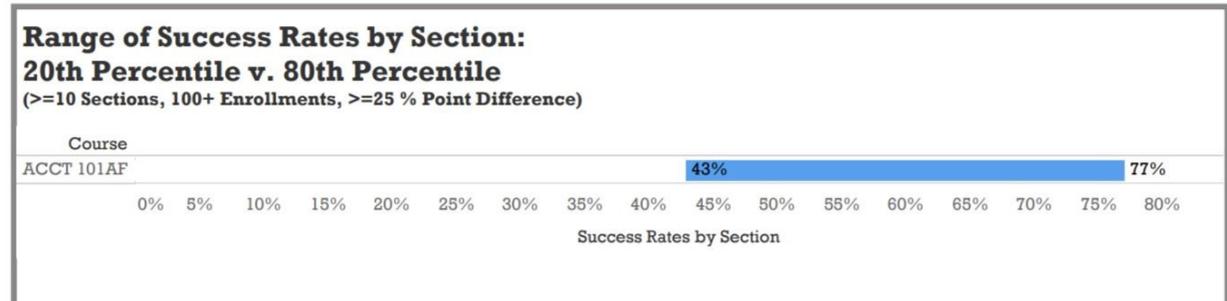
ACCT 101A is a gateway course and understandably shows poorer success rates. ACCT 101B naturally shows better success rates, as students must be successful in ACCT 101A to enroll in ACCT 101B.

Hopefully the Instructional Success Teams Pilot program can be of benefit to increase the success rates of ACCT 101A by providing guidelines in terms of professional and equity-minded development.

Instruction and course design should be tailored towards out Latinx and African American population to attempt and close the equity gaps that are quite large.

- For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.

Within the last 5 years, courses by course success rate (ascending 5 courses).		Within the last 5 years, the 5 courses with highest % of students repeating the course (NOTE: Some courses may allow for repeat enrollment)		Within the last 5 years, the 5 courses with the highest # of withdrawals		Within the last 5 years, the 5 courses with the highest % of withdrawals	
ACCT 100 F	43.0%			ACCT 101AF	1,657	ACCT 100 F	35.6%
ACCT 001 F	44.8%			ACCT 101BF	573	ACCT 101AF	26.3%
ACCT 101AF	58.8%	ACCT 101AF	13.3%	ACCT 107 F	135	ACCT 107 F	25.8%
ACCT 112 F	64.3%	ACCT 101BF	12.1%	ACCT 001 F	84	ACCT 112 F	25.0%
ACCT 220 F	64.5%	ACCT 201AF	6.1%	ACCT 100 F	53	ACCT 001 F	23.1%
		ACCT 001 F	5.5%				
		ACCT 201BF	5.4%				



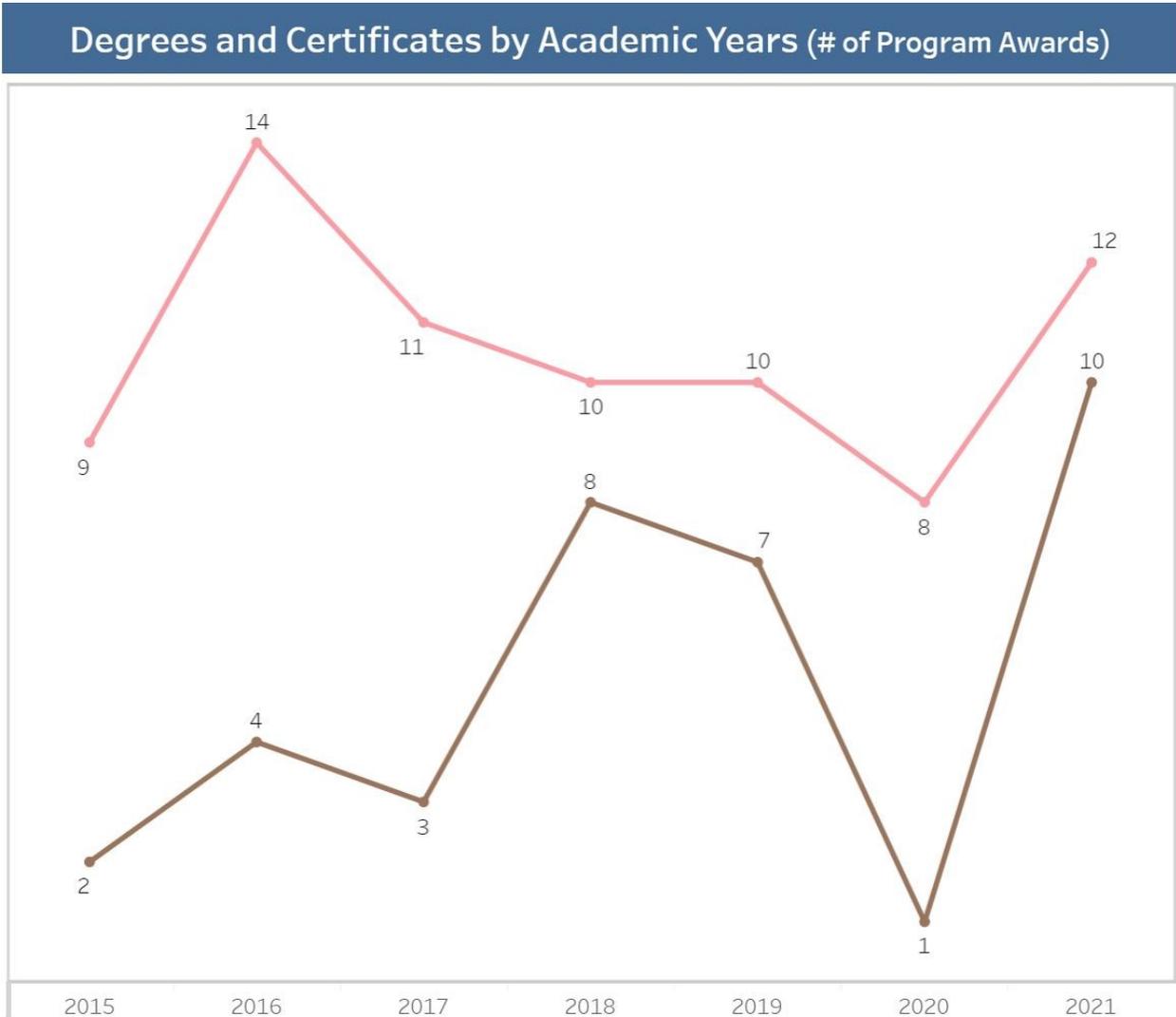
The AS degree in accounting is not a transferrable degree. However, both the Business Administration for Transfer and Economics for Transfer degrees are transferrable. ACCT 101A and ACCT 101B are required as part of these programs, and as such, are in line with the Transfer Model Curriculum. ACCT 101A does not have any prerequisites, but it is a prerequisite for ACCT 101B. ACCT 201A and ACCT 201B have ACCT 101A as a prerequisite. ACCT 202 has ACCT 101B as a prerequisite.

- Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created?

If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?

All programs and certificates are already mapped. The course offerings enable a student to complete the degrees and/or certificates.

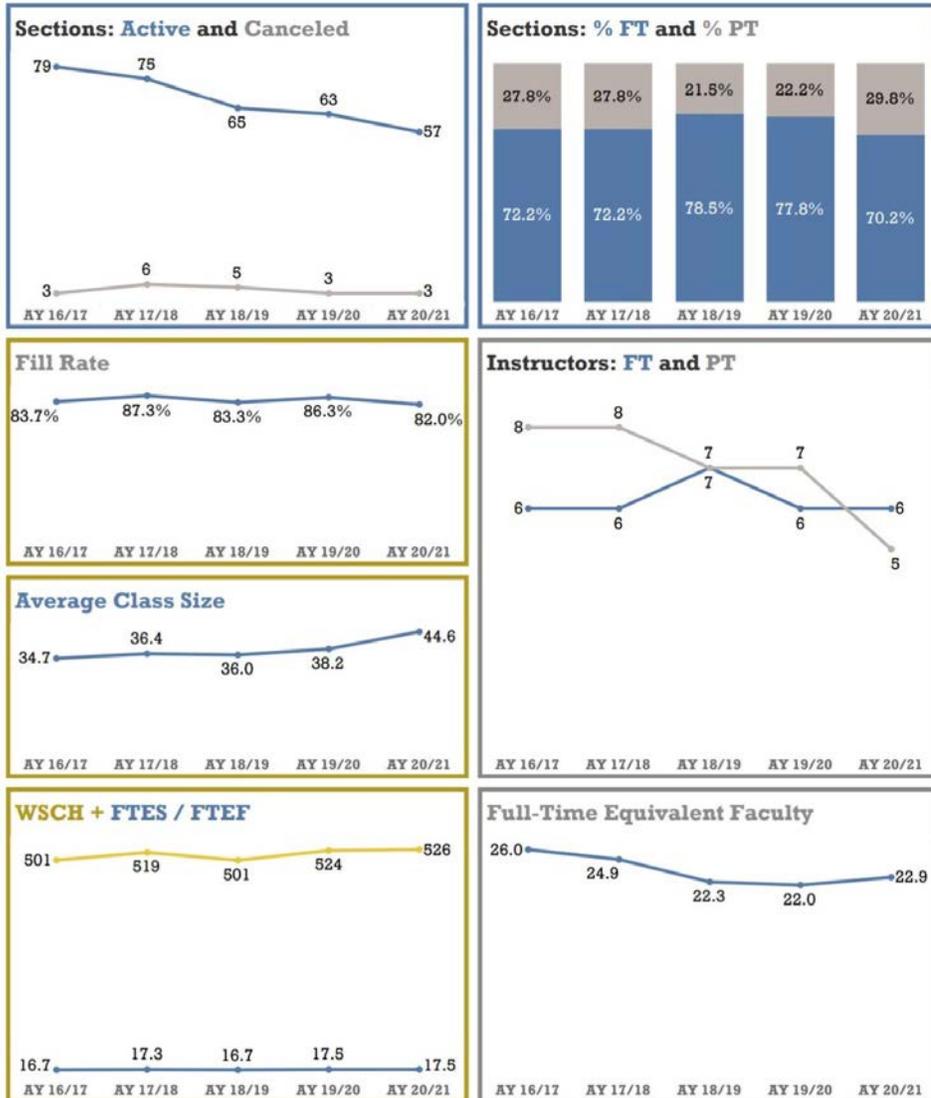
4. Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.



The degrees and certificates follow a similar pattern of increases and decreases. However, degrees are awarded more than certificates. For example, in 2016 there were 14 degrees awarded, while only 4 certificates. In 2021, there 12 degrees awarded and 10 certificates.

3.4 Faculty

- Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or “adjunct” faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)



In the past 3 years the department has been maintaining a healthy ~78% FT faculty ratio. However, in the past year, the department’s FT faculty ratio has dropped to 70%. We only have 5 full-time faculty members, which means that our FT faculty ratio will drop even further over the next academic year. As such, our department will not be meeting the 75% FT obligation. The average class size is constantly increasing, and the fill rates are consistent for the past 5 years.

2. If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.

To meet the 75% full-time obligation ratio, we will need to hire at least two additional full-time faculty members in our department.

Hiring new faculty members will allow us to meet the goals in this program review in closing the equity gaps, because the new hires can possibly reflect the student body and will be able to participate in the proposed mentorship program. Furthermore, full-time faculty members are obligated to participate in department, division, and college-wide activities, making equity and professional development opportunities mandatory. Thus, our department will have better commitment to closing the equity gaps and to contribute to the potential curriculum development on offering a possible bachelor degree.

3.5 Covid-19

Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

Our department moved all our offerings to online learning. We offered asynchronous and synchronous courses. Learning from the online environment in the past two years, we can focus on online offerings in the future that meet all Title 5 and accreditation requirements. Possible training opportunities regarding ADA requirements and Universal Design Learning (UDL) should be contemplated so that our department can make sure that all our online course offerings meet those requirements.

3.6 What has not been asked?

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

Our department has established the Accounting Society student club, which has one of the highest participation.

4.0 Outcomes

4.1 Program Student Learning Outcomes (PSLOs)

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes ([ISLOs](#)) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.

The accounting department has completed the PSLO revisions for the Accounting Associate in Science Degree. The revised PSLOs have been submitted to the SLO committee for review.

4.2 PSLO Assessment

The new PSLO [design principles](#) encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.

The PSLOs are assessed by having students complete collaborative group projects and capstone assignments.

4.3 CSLO Assessment

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

The accounting department assesses the CSLOs for our two core courses, ACCT101A and ACCT101B, at least once every semester during one or more of our regular monthly meetings. During these meetings, we review and analyze the SLO performance reports from the previous semester. We thoroughly review each CSLO performance results to see if the current results are the same, better, or worse than previous assessment results. If we found an CSLO performance result that is worse than the last assessment, we would discuss the possible cause and the most effective strategies to improve that student learning outcome.

*See Appendix B – SLO Performance Report

4.4 SLO Equity Analysis

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

Looking at the CSLO attainment data, we find that the Pacific Islander group has the lowest "Meets expectations" rate (77.33%), the Asian group has the highest rate (92.28%), while the other ethnicity groups have average rate of mid 80%. To close the gaps among groups of

students, our department will focus on hiring more diverse faculty and developing a mentorship program that would be more focused on diversity and equity.

2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

Looking at the equity analysis in section 3.2, we find that Black / African American group, DSS group, LGBT group have below average (less than 70%) course completion / achievement rate. This is inconsistency with the equity analysis in this section. This might mean the students in these groups who get a D or lower are learning the material, but they end up with a failing grade to other reasons such as missed assignments, missed exams, or poor performance on high stake assignments. We will have to monitor the gradebook closely in this semester and the upcoming semester to determine the real cause so that we can develop strategies to close these gaps.

5.0 Other Areas of Program Effectiveness

5.1 Your Department and General Education

1. Using the data provided by the OIE, please look at students who take your courses for GE credit.

The accounting department only offer one course ACCT 205 Ethics for Accountants that qualifies for GE. We were unable to secure the OIE data for the ACCT 205 course. This course was recently added as a course that qualifies for GE. We currently offer the course once a semester. As enrollment increase for the course, we can consider offering the course more frequently.

2. What role does your department play in helping students complete the GE pathway?

We added ACCT 205 F Ethics for Accountants to satisfy the AA GE: AREA D: SOCIAL AND BEHAVIORAL SCIENCES, D1 - Social, Political and Economic Institutions.

The accounting department has developed a program map to assist our students in satisfying their GE requirement along with other degree requirements with the shortest time possible.

3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?

The accounting department offers ACCT 205 every Fall semester. We offer the course in the evenings to allow the greatest number of students to take this class.

4. Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.

We offer the acct 205 course in the evenings to allow the greatest number of students to take this class, as many students take this course in preparation for the CPA exam, some of these students have a full-time job during the day. Traditionally, this course was offered as an in-person class, due to COVID-19 this course has been offered as an online course Fall semester 2020 and 2021.

5.2 Outside Influences on Your Department

1. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

Effective January 2024, a new format of CPA exam will be implemented. In addition, there has been increase in demands in the use of data analytic in accounting (emphasized during the advisory committee meetings). The accounting department is in the process of submitting for approval a new course in data analytics. Also, we have increased the use of Excel and other data analytic tools in our existing courses to strengthen our ability to prepare our students to meet industry and professional demands.

2. Make sure you are including all degree and certificate programs, including the College's GE program.

The accounting department has submitted for and received approval for the following new certificates to meet job market and industry demands:

Financial Accounting Certificate
Entry-Level Accounting Certificate
Payroll Accounting Certificate
Cost Accounting Certificate
Advanced Bookkeeping Certificate
Small Business Bookkeeping Certificate
Individual Taxation Certificate

3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.

Data Analytics is widely used throughout the business fields not just in accounting. Considering many business students are required to take the ACCT 101A financial accounting and ACCT 101B managerial accounting, we incorporate as much Excel and other data analytics tools in our instructions as possible in these courses.

4. If AB 705 applies to the program then how are you meeting its mandates?

Not Applicable.

5.3 Your Program's Active and Applied Learning and High-Impact Practices

1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.

Majority of the accounting courses require students to participate in a group project. The projects provide students practical applications of the concepts taught in our courses. These projects bring together diverse population of students, with differing personalities and work ethics, to work collaboratively and learning together to complete the project with quality.

2. Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain.

The are no known barriers hindering the accounting department's ability to offer or enhance the learning experiences for our students.

6.0 Planning

6.1 Progress on Previous Strategic Action Plans

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.

Previous Strategic Action Plans

Strategic Action Plans (SAP) #1: Hire three (3) full time faculty for our Accounting Department by Fall 2020.

Strategic Action Plans (SAP) #2: Add ACCT 102HF Honors Financial Accounting, ACCT 101B Honors Managerial Accounting and Corporate Taxation

Strategic Action Plans (SAP) #3: Add courses for continuing professional education for Certified Public Accountants (CPA), Tax Attorneys, and enrolled agent (EA) license renewals.

Progress on Previous Strategic Action Plans

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

SAP #1: (1) One full time faculty was hired in Fall 2020. Stefan Ignatovski 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.

SAP #2: New course Accounting 221F Corporate, Partnership, Estate and Trust Tax was added Fall 2018.

SAP #3: New course Accounting 250F Forensics Accounting was added to Fall 2021 schedule.

2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

We were unable to offer some courses that students needed to meet the degree and certificate requirements

6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the Committee's endorsement does not guarantee additional funding. The President's Advisory Council and Faculty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires.

Please number each of your plans. This will help keep to track of them. Also, make sure that each funding request includes the following elements:

1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the [College mission, vision, goals, or objectives](#).
3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.
6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so: Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

STRATEGIC ACTION PLAN # 1, Department Name: Accounting	
Strategic Action Plan #1:	Hire (4) four full time faculty for our Accounting Department by Fall 2025.
List College goal/objective the plan meets:	College Goal #1: Promote success for every student Objective #3: Improve student critical thinking skills Objective #4: Increase completion of courses, certificate and degree programs and transfer-readiness
Explain how the request helps the College attain student equity.	Promote student equity by increase in equity in hiring, training and mentorship as outlined in: College Goal #2: Cultivate a culture of equity Objective #2: Increase equity in hiring and training
What <i>Measurable Outcome</i> is anticipated for this SAP?	New accounting instructors hired and in place by Fall 2025.
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, Department Name: Accounting	
Strategic Action Plan #2:	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: Promote success for every student Objective #3: Improve student critical thinking skills Objective #4: Increase completion of courses, certificate and degree programs and transfer-readiness
Explain how the request helps the College attain student equity.	Promote student equity by increase in equity in hiring, training and mentorship as outlined in: College Goal #2: Cultivate a culture of equity Objective #2: Increase equity in hiring and training
What <i>Measurable Outcome</i> 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 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 & 1 classrooms ¹	
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	\$100,000	

STRATEGIC ACTION PLAN # 3, Department Name: Accounting

Strategic Action Plan #3:	With the passage of bill AB 927, which allow Community College Districts to offer baccalaureate degree programs, add Bachelor's degree in for Forensic Accounting and Fraud Examination
List College goal/objective the plan meets:	College Goal #1: Promote success for every student Objective #3: Improve student critical thinking skills

	Objective #4: Increase completion of courses, certificate and degree programs and transfer-readiness	
Explain how the request helps the College attain student equity.	Promote student equity by increase in equity in hiring, training and mentorship as outlined in: College Goal #2: Cultivate a culture of equity Objective #2: Increase equity in hiring and training	
What <i>Measurable Outcome</i> is anticipated for this SAP?	The number of students who 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	2 additional FTF	District & College
Facilities	2 FTF office & 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	

6.3 Optional: Long-Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

Grow and expand the accounting program to offer more courses and certificates to meet student needs and promote success for every student.

7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

See above.

8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu.
2. If you find an inaccurate publication, please explain how you will make corrections.
3. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)?
4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

Format notes

Cover Page: standardize for each self-study, with signatures

Executive Summary: on a separate page, all by itself, for ease of processing.

Main body of the report

Appendix A: Key Performance Indicator (KPI) data

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

Appendix B: SLO data

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

Appendix C: Other data

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.