

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Accounting

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	996	1,105	1,072	<i>Self Explanatory</i>
Census Enrollment Load %	90.14%	95.18%	83.95%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	3,064	3,450	3,347	Weekly Student Contact Hours
FTEs	102.13	115.00	111.57	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	6.47	6.87	7.27	Total Full-Time Equivalent Faculty
WSCH/FTEF	474	502	461	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	2.40	2.20	1.73	FTEF from Contract Faculty
Hourly FTEF	2.87	3.80	5.00	FTEF from Hourly Faculty
Overload FTEF	1.20	0.87	0.53	FTEF from Contract Faculty Overload
Part-Time FTEF	4.07	4.67	5.53	Hourly FTEF + Overload FTEF
Part-Time FTEF %	62.89%	67.96%	76.15%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	89.02%	87.86%	85.97%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	68.07%	70.75%	65.28%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	15	23	17	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	39	43	32	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	21	17	14	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	18	26	18	Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

The enrollment at census has increased 14% since Fall 2004 and WSCH has increased by over 16% during the same time period. The retention rate and the success rate have remained stable.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>Our Accounting 103 program was just reviewed and revised to meet new requirements for articulation with all the Cal State and CSU's. Our certificate programs have been reviewed and analyzed to verify that they are still viable in the current market. Accounting provides many jobs in the workplace and our programs satisfy the job skills need by our students.</p>	<p>We will continue to review these programs in the changing environment of Business.</p>
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>We have added block classes on Fridays as well as a hybrid internet class on Saturday mornings, in addition to scheduling early evening and late afternoon classes.</p> <p>We are scheduling a tax class on Saturdays in the Fall 2008. We will continue to scrutinize our class offerings at the satellite campuses to ensure that our students are served with what they need.</p>	

4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc. The ability to effectively teach Accounting will require computer labs for the tax classes, Excel and Quickbooks programs, in addition to lecture rooms equipped with Powerpoint, video, and overhead capabilities.</p>	
<p>b. Budget – budget development process, one-time funds, grants, etc. The Accounting program deserves budget monies for professional development of the full-time faculty members who need to keep abreast with the latest changes in the dynamic business field.</p>	
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p>	
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years The Accounting program is in desperate need of additional full-time faculty members NOW. We have four full-time instructors, three of whom will retire within three years, and one part-time Accounting instructor who is retiring this May. We cannot wait until the last minute to hire full-time instructors or our program will be monitored by untenured faculty! Only 40% of our classes will be taught by full-time instructors beginning in the Fall 2008.</p>	
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc. Our current staff does a terrific job with what we have now, but the Accounting program, which generates a great deal of income for the College, will need to keep up with the newest technology to maintain the integrity of our program.</p>	
<p>f. Other</p>	

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

- **One of the Strategic Plan guidelines is to** "Align scheduling, course and program offerings to meet the needs of students." We have discussed this in the section 3-b above.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

One learning outcome we thought was important was to get students to work through the homework assignments for our core classes in a meaningful manner (not just do it blindly following text/lecture examples).

We changed texts in Fall 2007 so we could require students to enter homework into a computer homework management program that automatically monitors assignments completed and how well students do them. The program has been very successful.

b. Discuss a learning outcome that is observable yet difficult to measure.

We have a current concern that not all students coming into the second-level ACCT 108 have been well enough prepared in the pre-requisite ACCT 103. We are in the beginning stages of discussion/research for ideas for standardizing tests, or requiring that a standardized list of "must-know" concepts be mastered in order to pass ACCT 103 with at least a C grade.

7. Describe a discipline accomplishment that you want to share with the college community.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

Not at the current time.

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

None.

10. Other comments, recommendations:

We need full-time faculty members NOW otherwise we will have untenured faculty running our program. THIS PROGRAM GENERATES TOO MUCH WSCH FOR THE COLLEGE FOR IT TO BE MANAGED BY INTERNS.

Please identify faculty and staff who participated in the development of the reviewer's planning

Gil Noble

Angelo Corpora

Dave Forsyth

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.