



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Business Administration

Discipline Name
Accounting (ACCT)

Department Chair Name
Jackie Martin

Division Name
Arts, Media and Business Administration

Website address for your discipline
<https://www2.palomar.edu/pages/business/accounting/>

Discipline Mission statement

The mission of the Accounting Department at Palomar College is to prepare students of diverse origins, needs, abilities and goals who desire to transfer to a four-year university and/or desire to enter the public accounting, business or industry sectors in an ever-changing global community.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.

AS Degree - Accounting
Certificate of Achievement - Accounting
Certificate of Proficiency - Bookkeeping

Please list the names and positions of everyone who helped to complete this document.

Joel Glassman, Full-Time Accounting Faculty
Michael Gilkey, Full-Time Accounting Faculty
Jackie Martin, Department Chair

Full-time faculty (FTEF)

2

Part-time faculty (FTEF)

5

Classified & other staff positions that support this discipline

Academic Department Assistant - 100%; Instructional Support Assistant - 100%. Both positions support the entire Business Administration Department.

Additional hourly staff that support this discipline and/or department

Accounting Tutors (STAR) - 20 hours/week

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

The Accounting transfer program focuses on ensuring students (1) are successful when they transfer (mostly to CSUSM), and (2) have the requisite skills necessary for entry-level positions not requiring a bachelor's degree. These are evidenced by the program outcomes:

(1) Students will pass the KAT exam at CSUSM upon transfer.

(2) Students will be able to understand and apply accounting concepts and procedures for business decisions.

The Bookkeeping/Accounting Clerk program focuses on ensuring students have the requisite skills necessary for entry-level bookkeeping positions. This is evidenced by the program outcomes:

(1) Apply the use of accounting software in the private sector or for home bookkeeping and accounting use.

(2) Formulate and critically review a set of financial statements (income statement, statement of owner's equity and balance sheet) for both a service firm and/or a merchandising firm, and synthesize the findings in relation to the operating results and the financial position of the firm.

(3) Full Accounting/Bookkeeping expertise manual and computerized.

Describe your program's plan for assessing program learning outcomes.

Compile program assessments every three years for each program.

Summarize the major findings of your program outcomes assessments.

Accounting:

Currently, there are no result summaries for the KAT EXAM outcome as we will start offering the KAT prep exam for our students in the next academic year. For the most recent assessment of understanding and

applying accounting, 94% students "passed" the assessment.

Bookkeeping/Accounting Clerk:

For the most recent assessment, we had 47 students complete the Bookkeeping/Accounting certificate. Due to an extension of grant funding, we have had several hundred students successfully pass our industry exams in Excel and QuickBooks. This is up from about 7 students per year, before the grant funding. The grant funds each exam that the student takes.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

AS Degree - Accounting: 30

Certificate of Achievement - Accounting: 40

Certificate of Proficiency - Bookkeeping: 26

Total: 96

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Stayed the same

What factors have influenced your completion trends?

The completion trends for our degrees/certificates tend to be relatively consistent each year. For the 2013/14 year, we awarded a total of 91 degrees/certificates (27 AS Degrees, 31 CAs and 33 CPs). The

2015/16 year seemed to be an anomaly, in which a total of 77 degrees were awarded (16 AS Degrees, 14CPs and 47 CPs). It is possible there may have been an error in the reporting for that year, as the number of degrees/certificates awarded in every other year within the past 5-year period were relatively consistent.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

We have aligned our course success rates with that of the College's institutional standard for course success rates, as we believe this is a good baseline for measuring student success in our courses.

What is your Stretch goal for COURSE success rates?

77.0%

How did you decide upon the goal?

We have consistently achieved success rates of 74% or 75% over the past 4 years. Due to that consistency, we have decided that a 77% stretch goal for our course success rate is reasonable and achievable. We believe that by continuing to evaluate our Program and identify areas where we can strengthen it, we will be in a stronger position to provide our students with a better chance of success.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

We have not modified the assessment methods since they have been properly assessing the outcomes as intended.

Summarize the major findings of your course outcomes assessments.

The most recent assessment results for the Financial Accounting and Managerial Accounting courses show consistent student performance compared with the prior assessment period. Given the difficulty of the subject, the current success rates of about 80% are very good. Still, we will continue to seek better

approaches in order to improve student success.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

Goals

Goal 1

Brief Description

Hire additional full-time faculty.

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

We are currently in the process of hiring an additional full-time faculty member.

Outcome(s) expected (qualitative/quantitative)

The new full-time faculty member will begin teaching for Palomar College during the Fall 2019 semester.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Having an additional full-time faculty member will provide us with additional resources to help strengthen our Program and help continue and improve student success.

Expected Goal Completion Date

4/30/2019

Goal 2

Brief Description

Participation in campus-wide discussions concerning distance education.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Several of our faculty are involved in the College's shared governance committees (i.e. Faculty Senate, Curriculum, Academic Technology)

Outcome(s) expected (qualitative/quantitative)

We will continue to review our Program and courses, including distance education, to ensure we maintain strong pedagogical and student assessment methods. In addition, a full-time faculty member in the Department will be conducting a sabbatical leave project in Fall 2019 that will include obtaining a Course Design Fundamentals Certificate through the Online Education Initiative (OEI). An anticipated result from this project will be a skill set that can be utilized to help design a quality and rigorous online course.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

By consistently offering quality and rigorous courses, we will continue to meet the needs of students with diverse learning styles and help facilitate student retention and student success.

Expected Goal Completion Date

1/20/2020

Goal 3**Brief Description**

Procure funds for QuickBooks Site License

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Request funds from the Instructional Planning Council.

Outcome(s) expected (qualitative/quantitative)

We have received \$800 in prior years and expect to receive the same going forward (adjusted, as needed, for inflation).

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Our ACCT 110 course requires our students to apply the computer in the study of accounting principles with emphasis on planning and analysis. The QuickBooks Site License will provide the mechanism for our students to achieve the course's learning outcomes.

Expected Goal Completion Date

8/19/2019

STAFFING AND RESOURCE NEEDS**Instructions**

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

No

Are you requesting additional Staff, CAST or AA?

No

