



Program Review and Planning 2019-2020

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
2019-2020

Are you completing a comprehensive or annual PRP?
Comprehensive

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.

Leah Hoover, Full-Time Accounting Faculty

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

Full-time faculty (FTEF)
3

Part-time faculty (FTEF)
5.13

Classified & other staff positions that support this discipline

Academic Department Assistant - 67%; Instructional Support Assistant - 100%. Both positions support the entire Business Administration Department. Current ADA is a part-time employee with limited days (160 days per year).

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) Achieve 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 funding each that the students takes.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

Two questions regarding student success:

- (1) How successful are transfer students in completing degrees once transferred?
- (2) How successful are certificate students in obtaining careers in accounting/bookkeeping?

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.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

Palomar College GE/ILOs:

- (1) Computation - Quantitative Literacy
- (2) Creative, Critical, and Analytical Thinking - Critical Thinking
- (3) Community, Multicultural/Global Consciousness and Responsibility – Ethical Reasoning

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

Course outcomes from Managerial Accounting (ACCT 202) include: Prepare and evaluate information and reports used by management to plan, direct, motivate, and control decisions based on the analyses. The results of this assessment were 79% scored 70% or better. This outcome directly relates to quantitative literacy, critical thinking and ethical reasoning. Course outcomes from Financial Accounting (ACCT 201) include: Interpret and analyze the Income Statement, Balance Sheet, and Statement of Cash flows for the purpose of making business decisions. The results of this assessment were 79% received a grade of C or better. This outcome also directly relates to quantitative literacy and critical thinking.

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: 27

Certificate of Achievement – Accounting: 29

Certificate of Proficiency – Bookkeeping: 32

TOTAL: 88

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

Decreased

What factors have influenced your completion trends?

The completion trends for our AS degrees have remained fairly consistent over the last 5 years ranging from 26 to 30 completions, with the exception of the 2016/17 year with only 16 AS degrees awarded. The 2016/17 year appears to be an anomaly, in which only 78 degrees were awarded (16 AS Degrees, 14 CAs and 48 CPs). The certificates have declined over the last 5 years, seemingly largely impacted by financial aid availability for certificates of proficiency. This may also have been impacted by increased competition by other educational institutions in the region.

Are the courses in your discipline required for the completion of other degrees/certificates?

Yes

Please list them

AS-T Business Administration

AA/AS Business General

AS/CA Advertising, Marketing, and Merchandising

AS/CA Management Information Systems

AS/CA Real Estate Broker License Preparation

CA Retail Management

Do you have programs with 7 or fewer completions in the last 5 years?

No

What is your program standard for program completion?

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 programs.

What is your Stretch goal for program completion?

75.0%

How did you decide upon your stretch goal?

We based this goal off of our course stretch success rate of 77%. We understand that there will be some

students who will take the courses alone without completing a certificate or degree in our discipline.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?

We have consistently achieved a fill rate at or above the college fill rate goal of 85%, most recently in year 2018/19 achieving fill rate at 85%. The WSCH Per FTEF has improved over the last 5 years. In the 2014/15 year the WSCH Per FTEF was 475.76 compared to the 2018/19 WSCH Per FTEF 538.32.

What factors have influenced your efficiency trends?

Efficiency trends have remained relatively consistent, in part due to consistent enrollment numbers ranging between 1,000 and 1,100 in the last 4 years. The efficiency rate is also positively impacted by offering classes like QuickBooks and Microsoft Office classes online, which has allowed for an increased number of students in each section.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?

None at this time.

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.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected?

Yes. Economic conditions over the last 5 years have been steady with unemployment rates historically low, which aligns with our expectations for steady success rates.

What is your Stretch goal for COURSE success rates?

77.0%

How did you decide upon the goal?

We have consistently achieved success rates between 69% and 74% over the past 5 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.

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

Yes. Retention rates have remained around 90% over the last 5 years, which is consistent with our expectations and steady success rate.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Are there differences in success/retention between on-campus and online courses?

No

Do you have any best practice methods you use for online courses to share with the community?

Providing students with supplemental "big picture" information in addition to the course material to enhance their understanding of how concepts fit together and can be applied in "real world" situations. This provides better context for the concepts they're learning in the class.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?

Course assessment results across sections and over time are collected by a designated faculty member and summarized for reporting purposes.

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.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?

None at this time.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

As a discipline, we are looking to improve our consistency in content taught across sections.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

The course outcomes are encapsulated within the program outcomes, which should help students achieve the program outcomes. If a student is achieving the course outcomes they should also be achieving the program outcomes.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

The degree maps are intentionally designed to ensure scaffolding by considering the appropriate sequence of courses to ensure students are properly prepared for subsequent courses. Maps are discussed in classes. Students are also encouraged to seek counseling for their Student Ed Plan.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?

As a discipline, we offer all modalities for Financial and Managerial Accounting (morning, afternoon, evening, online, and hybrid courses). We also schedule more sections of Financial Accounting in the Fall and Managerial Accounting in the Spring (ACCT 201 is a prerequisite course for ACCT 202). We are investigating incorporating 8-week classes for ACCT 201 and ACCT 202 in block scheduling.

How do you work with other departments that require your course(s) for program completion?

We would appreciate more cross-collaboration with departments in which our courses are required for program completion, including meeting with faculty members to address program needs.

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

Transitioning the Certificate of Proficiency in Bookkeeping to a Certificate of Achievement in Bookkeeping. We are also looking to create an introductory non-credit Excel course.

Are there courses that should be added or removed from your program - please explain?

None at this time.

How is the potential need for program/course deactivation addressed by the department?

If a course consistently has low enrollment, the department would address the possibility of deactivation and phase out offerings as necessary. There are none that currently fall into this category.

Is your department pursuing non credit or not-for credit options at this time?

Yes

Are there areas you would like to expand?

The department is pursuing non credit options for (1) project management and (2) Excel. We would be interested in including QuickBooks and Excel as lifelong learning courses to allow students to take the skill-based courses that they need without worrying about financial aid.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

In considering student needs, many of the students in our program are working full or part-time and need a wide variety of course offerings, including online, hybrid, and evening classes.

Describe other data and/or information that you have considered as part of the evaluation of your program

We look at state and federal legislation related to our programs as well as working in close connection with local 4-year institutions for how we can better prepare our students for transfer or career placement.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)

- [Chancellor's Office Data Mart](#)
- [San Diego Workforce Partnership](#)
- [State of CA EDD](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Careers Available (AA or Certificate): Bookkeeping, Accounting, Payroll, and Auditing Clerks

Careers Available (Transfer – Bachelors): Accountant, Certified Public Accountant (CPA), Budget or Finance Analyst, Payroll Administrator, Tax Advisor, Forensic Accounting, Internal Auditor.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Specialized Skills: Accounting, Accounts Payable/Accounts Receivable, Data Entry, Payroll Processing, Bookkeeping

Soft Skills: Detail-Oriented, Data Analytics, Communication Skills, Organizational Skills, Research, Multi-Tasking

Software Skills: Microsoft Excel, QuickBooks

How does your program help students build these KSA's?

All of the courses in the accounting program help prepare students for the knowledge, skills, and abilities needed for an accounting-related occupation. Some courses are specific to the software skills necessary: QuickBooks (ACCT 110) and Excel (BUS 175, 176, and 177). Other courses, like Financial and Managerial Accounting prepare students for the specialized and soft skills required through graded assignments, exams, and projects. Students often work through case studies and real-world examples to apply critical thinking and organizational skills to the concepts covered in the program.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

What have you done to integrate work-based learning?

We are currently working towards implementing a Volunteer Income Tax Assistance (VITA) program on campus that would help students build skills and applicable accounting knowledge for transfer or entry-level tax preparation positions.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

In this program, the students are trained by IRS professionals to prepare tax returns.

How do you engage with the community to keep them apprised of opportunities in your program?

Our program has an annual advisory meeting in the spring that connects community members with the faculty. The department also has a partnership beginning Spring 2020 to allow students to complete a bachelor's degree from University of Redlands on Palomar's campus.

What is the regional three-year projected occupational growth for your program(s)?

According to the Centers of Excellence (COE), between 2018 and 2023, "Accounting Occupations" are projected to increase by 1% in the region. According to the Bureau of Labor and Statistics (BLS), the national job outlook for "Accountants and Auditors" is expected to increase by 6% and for "Bookkeeping, Accounting, and Auditing Clerks" expected to decline 4% between 2018 and 2028.

What is being done at the program level to assist students with job placement and workforce preparedness?

We work with the College's Career Center and members of our business and industry communities to help our students with job placement and workforce preparedness.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

The program's last advisory meeting was held Spring 2019. Industry connections were reinforced and industry participants expressed willingness to come to classrooms and work with students and faculty.

What are the San Diego County/Imperial County Job Openings?

According to the Centers of Excellence (COE), Accounting occupations in San Diego County have a labor market demand of 2,446 annual job openings.

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

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 is 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 2

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

8/24/2020

Goal 3

Brief Description

Begin a Volunteer Income Tax Assistance (VITA) program on Palomar's campus.

Is this a new or existing goal?

New

How will you complete this goal?

We will be working with representatives from the IRS and community partners to create a VITA site on Palomar's campus. We would also potentially be partnering with resources currently on campus, like the Veterans Resource Center, to reach more students who may be interested in learning tax preparation and/or have access to free tax preparation services for students and community members.

Outcome(s) expected (qualitative/quantitative)

Help students build skills and applicable accounting knowledge for transfer or entry-level tax preparation position. Provide free tax preparation services for low-income students, faculty, and community members.

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

Supports the accounting department and college mission of supporting and encouraging students who are pursuing transfer-readiness, and career and technical training. This program also aligns with the college strategic plan values of: access, equity, diversity, inclusiveness, and physical presence and participation in the community.

Expected Goal Completion Date

1/25/2021

Goal 4

Brief Description

KAT Exam Prep Course

Is this a new or existing goal?

New

How will you complete this goal?

Develop a KAT Exam prep course to prepare for transfer to CSUSM.

Outcome(s) expected (qualitative/quantitative)

Students will pass the KAT exam, allowing them to take upper-division accounting courses at CSUSM.

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

Aligns specifically with the accounting department mission to prepare students for transfer to a four-year university.

Expected Goal Completion Date

8/24/2020

Goal 5

Brief Description

Create Excel Pretest

Is this a new or existing goal?

New

How will you complete this goal?

Create Excel pretest and do internal marketing to direct students to Excel courses offered.

Outcome(s) expected (qualitative/quantitative)

Students will be better prepared for transfer or career opportunities in accounting or related fields.

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

Allow students to be better prepared for subsequent courses that require the use of Excel. It would also encourage students to take the Excel courses currently offered.

Expected Goal Completion Date

8/24/2020

Goal 6

Brief Description

Create a "Mini-Certificate" in Excel

Is this a new or existing goal?

New

How will you complete this goal?

Allow students to achieve a low-unit certificate for completing the Excel sequence courses.

Outcome(s) expected (qualitative/quantitative)

Students will have documented evidence of their knowledge in Excel for subsequent course readiness and/or career preparation.

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

Allow students to be better prepared for subsequent courses that require the use of Excel. It would also encourage students to take the Excel courses currently offered.

Expected Goal Completion Date

8/24/2020

Goal 7

Brief Description

Increase Excel and QuickBooks Certifications

Is this a new or existing goal?

New

How will you complete this goal?

In connection with Goal #5 and Goal #6, we will also be encouraging our students to complete the Excel and QuickBooks certifications.

Outcome(s) expected (qualitative/quantitative)

Significant increase in certifications. This year, only 7 certificates have been issued and our expectation is that by promoting these offerings to our students we would see an increase in certificates issued.

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

These certifications increase student preparedness for transfer or career opportunities.

Expected Goal Completion Date

8/24/2020

Goal 8

Brief Description

Convert CP in Bookkeeping to CA in Bookkeeping

Is this a new or existing goal?

New

How will you complete this goal?

Create a new program for CA in Bookkeeping in CurricuNet.

Outcome(s) expected (qualitative/quantitative)

Switching from a Certificate of Proficiency to a Certificate of Achievement ensures certificates are transcribed.

In addition, the new funding formula does not include students finishing CP programs as completers.

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

Aligns with college strategic plan to increase funding for the programs.

Expected Goal Completion Date

8/24/2020

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

Review

Chair Review

Chair Comments

Worked closely with Leah Hoover and Michael Gilkey to review the PRP and suggested several key additional goals.

Chair Name

Jackie Martin

Chair Sign Date

10/29/2019

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Good retention rates. Ambitious goals!

Areas of Concern, if any:

It may be worth looking into the decline of completions for bookkeeping. Does this need to be converted to a CA due to financial aid issues? Are the coursework and student outcomes still relevant for students to

get jobs in this area? Success rates this year (69%) dipped below institution set standard (70%).

Recommendations for improvement:

Dean Name
Justin Smiley

Dean Sign Date
11/12/2019

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

The efficiency of their course offerings has increased over time.

Worked-based learning efforts are impressive.

Identification of KSAs as related to labor market information was nice.

Program maps were called out in the PRP as being shared with students - good job!

Areas of Concern, if any:

Lack of analysis on student outcomes and performance, specifically course success rates for example 1)

There is DI in various groups in the data; please see African-Americans, Hispanics, and multi-ethnicity in course success rates. 2) Many of the courses had course success rates below the set standard of 70%;

please provide analysis 3) Interestingly, online course success rates are higher than F2F. Why might you expect this difference?

In general we would like to see more analysis throughout the entire document and less description.

Recommendations for improvement:

We suggest you use SMART goals as per the PRP form.

Goal statements seem more like tasks rather than goals. What are you trying to achieve with each of these tasks? That will give rise to your goals. How will what you are doing impact student success and completion.

We suggest clearly aligning your goals with your program and course analysis.

IPC Reviewer(s)
Kelly F., April C., Nichol R., Ben C., Cindy A.,
Michelle B.

IPC Review Date
11/19/2019

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:

KAT EXAM info was great to see as well the VTA stuff—exciting!

Great and thoughtful discussion of completion and efficiency.

Transitioning the Certificate of Proficiency in Bookkeeping to a Certificate of Achievement in Bookkeeping- great idea

Areas of Concern, if any:

Outcome area needed strengthening as well as disproportionate impact area

Recommendations for improvement:

All goals are good ideas—stated more like tasks (see comment) - please see dean or I for help moving those important projects FWD- goal may be to increase students acquiring jobs, get into grad school and we need to do X and Y to do so etc. lets do X or Y etc !

Vice President Name

Vice President Sign Date

Jack S. Kahn Ph.D.

1/2/2020