Status: **Incomplete**

Entry #: 301

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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
2020-2021

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 TOP coded as 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

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Employees Staff Count

Full-time Faculty (total number of FT faculty in your discipline)
3

Full-time Faculty (FTEF)	**Part-time faculty (FTEF)**
2.20	4.27

Classified and other permanent staff positions that support this discipline
Academic Department Assistant - 50%; 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 (not applicable during COVID-19)

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?
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.

How do they align with employer and transfer expectations?

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.

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: 22
Certificate of Achievement - Accounting: 26
Certificate of Proficiency - Bookkeeping: 38

Total: 86

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?
Over the past five years, the completion trends for our AS degrees have ranged from a high of 29 (2015/16) to a low of 17 (2016/17). However, it is possible there may have been an error in the reporting for 2016/17, as the number of degrees awarded in every other year within the past 5-year period ranged from 22 to 30 completions.

Over the past five years, the completion trends for our certificate programs have ranged from a high of 85 (2015/16) to a low of 61 (2018/19). Over the past four years, the completion trends have remained relatively consistent, ranging from 61 to 66.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

How have these factors presented challenges for your program(s)?

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?
75.0%

How did you decide upon the goal?
Over the past 5 years, we have consistently achieved success rates between 69% and 74%. Due to that consistency, we have decided that a 75% 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 LEARNING OUTCOMES

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

Summarize the major findings of your course outcomes assessments.

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

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

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
- Career Coach-San Diego Workforce Partnership
- EDD Labor Market Info
- 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-word 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?
No

Do you want more information about or need assistance integrating work-based learning into your program?
Yes

Please list any questions and describe what you need to integrate work-based learning.
We would like to work with the Workforce, Community, & Continuing Education Department at Palomar College to develop an internship program, which will provide students with invaluable real-world industry experience that will help them identify their future educational and career goals.

How do you engage with the community to keep them apprised of opportunities in your program?
We conduct an annual advisory meeting that connects business and industry community members with faculty. The Business Administration Department has also formed a partnership with the University of Redlands to allow students to complete a bachelor's degree from the University by enrolling in classes held on the Palomar College 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 San Diego County. According to employment projections provided by the State of California Employment Development Department (EDD), "Bookkeeping/Accounting/Auditing Clerks" occupations are projected to decrease in California by 2.6% between 2018-2028, but increase by 2.5% in San Diego County between 2016-2026. "Accounting/Tax Preparation/Bookkeeping/Payroll Services" occupations are projected to increase in California by 3.2% between 2018-2028.

What is being done at the program level to assist students with job placement and workforce preparedness?
We work with Palomar 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?
Our last advisory meeting was held in Spring 2020. 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. Eight educational institutions in San Diego County supply 565 awards for these occupations, suggesting there is a supply gap in the labor market.

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
Increase our program completions.

Is this a new or existing goal?
New

How will you complete this goal?
Convert our existing Certificate of Proficiency in Bookkeeping to a Certificate of Achievement in Bookkeeping.

Outcome(s) expected (qualitative/quantitative)
Since Certificates of Proficiency are non-transcriptable, we believe this conversion will increase the overall demand for the degrees/certificates offered within our program and increase our overall program completions.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This goal aligns with Palomar College's Vision for Success "Completion" goal.

Expected Goal Completion Date
8/23/2021

Goal 2

Brief Description
Participate in campus-wide discussions concerning distance education.

Is this a new or existing goal?   **Goal Status**

Existing   Ongoing

How will you complete this goal?
Several of our faculty are currently involved and will continue to be involved in Palomar College's shared governance committees (i.e. Faculty Senate, Curriculum, Academic Technology, Distance Education).

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 conducted a sabbatical leave project in Fall 2019 that included obtaining a Course Design Fundamentals Certificate through the Online Education Initiative (OEI). A result from this project is 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?
This goal aligns with Palomar College's Strategic Plan goal to implement instructional strategies that strengthen teaching and learning across the college. 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
8/23/2021

Goal 3

Brief Description
Increase student preparedness for transfer or career opportunities

Is this a new or existing goal?
New

How will you complete this goal?
1) Many of our students transfer to California State University San Marcos (CSUSM). In order to enroll in upper-division accounting courses at CSUSM, students must first pass a Knowledge Aptitude Test (KAT 301). We plan to develop an exam review course that our students can take to help prepare them for the KAT 301 exam.

2) We plan to promote the Certiport Authorized Testing Center (CATC) at Palomar College, offered through the Business Administration Department, whereby students can obtain a QuickBooks Certification.

Outcome(s) expected (qualitative/quantitative)
1) We expect a higher pass rate for Palomar College students who take the KAT 301 exam at CSUSM, which will allow more of our students to enroll in upper-division accounting courses at CSUSM.

2) We expect a significant increase in QuickBooks Certifications, as receiving this certification will allow students to validate their QuickBooks knowledge and position themselves as a credible candidate to employers for job positions in the accounting field.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This goal aligns with the mission statement of the Accounting Department at Palomar College 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.

Expected Goal Completion Date
8/23/2021

Goal 4

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

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
We plan to work with representatives from the IRS and community partners to create a VITA site on Palomar College's campus. We will consider partnering with established resource centers on campus, like the Veterans Resource Center, to reach more students who may be interested in learning about income tax preparation and/or provide access to free tax preparation services for students and community members.

Outcome(s) expected (qualitative/quantitative)
Provide free tax preparation services for low-income students, faculty, and community members. Help students develop the skills and applicable accounting knowledge required for transfer or for an entry-level tax preparation position.

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 pursing 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
8/23/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?
No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
No

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

I confirm that the Program Review is complete and ready to be submitted.
No

Enter your email address to receive a copy of the PRP to keep for your records.
jglassman@palomar.edu

Review

Chair Review

Chair Comments

Chair Name　　　　　　　　　　　　　　　　　　　　　　**Chair Sign Date**

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Great work procuring grant funding to allow students to take industry exams at no cost
Strong degree and certificate completion rates
Great idea to develop a KAT prep course to better prepare students to transfer to CSUSM

Areas of Concern, if any:
Some areas of the form appear to be incomplete.
Success rates for Black/African American and Hispanic students are below the institutional set standard. What are some ways that we could bring these equity groups up to the level of out other students?
It's intersting to note that our daytime classes in San Marcos appear to have the lowest success rates but highest retention rates. Some faculty participated in a strong workforce program last year that focused on equity and active learning techniques. It may be helpful to hear what they learned from the workshops.

Recommendations for improvement:

Dean Name	**Dean Sign Date**
Justin Smiley	11/6/2020

IPC Review

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

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)	**IPC Review Date**

Vice President Review

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

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name	**Vice President Sign Date**