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## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

### BASIC PROGRAM INFORMATION

**Academic Year**

2021-2022

**Are you completing a comprehensive or annual PRP?**

Annual

**Division Name**

Arts, Media and Business Administration

**Department Name**

Business Administration

**Department Chair Name**

Jackie Martin

**Discipline Name**

Accounting (ACCT)

**Department Chair email**

ljmartin@palomar.edu

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

Leah Hoover, Full-Time Accounting Faculty

Jackie Martin, Department Chair

**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

## BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

### 1) [Permanent Faculty and Staff Count](#)

### 2) [FTEF LINK](#)

How many permanent or full-time faculty support your discipline (program)?

3

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

2.8

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

3.93

List the 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.

List 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 and evaluate your programs, including their program 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 (primarily 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) Upon successful completion of this program, students will be able to understand and apply accounting concepts and procedures for business decisions.
- (2) Upon successful completion of this program, students will be able to record and summarize business transactions and prepare basic financial statements following appropriate accounting procedures and in accordance with GAAP.

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

**How do they align with employer and transfer expectations?**

The accounting program is geared towards student preparation for transfer. Palomar's program has a strong relationship with the accounting program at CSUSM and looks for feedback from instructors and former students who have transferred as to the desired skills and knowledge necessary for success in transfer and beyond. As a department, we also look to our community partners in the field of accounting for feedback on what is necessary for success in the accounting field today.

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

Program assessments will be compiled at least every three years for each program. We are also considering updating program results more frequently as a part of ongoing program evaluations.

**Summarize the major findings of your program outcomes assessments.**

In the Accounting Program, we assessed passing rates of 8 sections of ACCT201 and ACCT202, two core courses in the accounting program. Of the 286 total students (excluding students who did not complete the course and received an "FW"), 262 students received an overall grade of 70% or greater. This is a 91.6% passing rate.

In the Bookkeeping Program, we assessed based on students taking an industry certification exam. From 02/21 - 08/21, 40 students took the exam to become a QuickBooks Certified User, approximately 50% pass rate. We are looking at ways to improve these passing rates; however, the exam is very challenging and requires significant preparation by the student.

**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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

**Copy and paste five years of completion data for each of your discipline's degrees and certificates.**

Degrees and Certificates Awarded (Count)

Row Labels 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

AA/AS

Associate in Arts Degree 1 1

Associate in Science Degree 29 17 29 27 22 27

AA/AS Total 30 17 30 27 22 27

Certificate

Certificate of Achievement 32 15 40 29 26 36

Certificate of Proficiency 53 48 26 32 38 36

Certificate Total 85 63 66 61 64 72

Grand Total 115 80 96 88 86 99

**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 AA/AS degree totals have remained relatively consistent, from a low of 17 in 2016-2017 to a high of 30 in 2017-2018. It is possible that there may have been an error in reporting for 2016-2017, as the number of degrees awarded in every other year within the past 5-year period ranged from 22 to 30 completions. We did see an increase from 2019-2020 with 22 completions up to 27 in 2020-2021. This could be impacted by COVID-19.

Over the past five years, the completion trends for our certificate programs have increased in 2020-2021, with 72 total certificates awarded. This is up from 64 in 2019-2020 and 61 in 2018-2019. This is a very positive trend over the last 3 years. Based on conversations with students/faculty it appears that there may be more students coming back to school to achieve these smaller certificates as a result of job difficulties during COVID-19.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

**Program Information Summary**

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

**What factors have contributed to the success of your program(s)? Describe how they have contributed.**

One factor that has contributed to the success of the accounting programs is the job-related nature of the programs. We have seen many students coming to Palomar to complete an accounting program to support career-related goals. Students who have lost their job due to COVID-19 are looking for tangible, hireable skills, like those found in the accounting programs.

**What factors have presented challenges for your program(s)? Describe the impact of these challenges.**

The primary challenge for our program this year, as with the rest of the college, has been the impact of COVID-19. We have seen increased student dropping rates and students' ability to complete courses due to circumstances related to COVID-19 (job loss, illness, child care, etc.). This past year we also had several part-time accounting faculty retire and a full-time faculty member on leave, which made finding enough instructors to fill the courses a big challenge.

## COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

## COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

### Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/> )

### 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 STUDENT LEARNING OUTCOMES (SLOs)

### Summarize the major findings of your course level student learning outcomes assessments.

Overall, the assessment on course-level student learning outcomes has yielded positive results. For example, an assessment of the ACCT201, Financial Accounting course SLO "Analyze and record business transactions using the double-entry accounting method and in accordance with generally accepted accounting principles (GAAP)" one assessment evaluated select problems of the cumulative final exam, 93.5% of students performed at least 70% or better.

**Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.**

No

**If you answered no, please explain.**

Most courses have been assessed in the last three years. There is one course, ACCT105, Individual Income Taxes, that is taught by an instructor currently on leave, therefore results cannot be added at this time.

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

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## 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? If so, how would the new or emerging careers impact your future planning?**

Careers Available (AA or Certificate): Account Clerk, Accounting Assistant, Accounting Associate, Accounting Clerk, Accounting Specialist, Accounting Technician, Accounts Payable Clerk, Accounts Payable Specialist, Accounts Payables Clerk, Accounts Receivable Clerk

Careers Available (Transfer/Bachelors): Accountant, Accounting Officer, Audit Partner, Auditor, Certified Public Accountant (CPA), Cost Accountant, Financial Auditor, General Accountant, Internal Auditor, Revenue Tax Specialist

**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?**

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)?**

Bookkeeping/Accounting/Auditing Clerks:

According to the Centers of Excellence (COE), between 2020 and 2025, jobs are projected to decrease by 2% in San Diego County. The hourly earnings for "entry-level hourly earnings" is \$18.53; this is more than the living wage for a single adult in San Diego County. According to the Employment Development Department (EDD) 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.

Accountants and Auditors:

According to the Employment Development Department (EDD) occupations are projected to increase in California by 7.7% between 2018-2028 and in San Diego County by 5.4%. According to the COE, "Accounting Occupations" are projected to increase by 1%.

**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 2021. Industry connections were reinforced and industry participants expressed willingness to come to classrooms and work with students and faculty. We have plans to meet more frequently with industry partners and include them in business/accounting club events to connect students with industry partners.

**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 3,205 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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

## Goals

### Goal 1

#### Brief Description

Increase program completions

#### Is this a new or existing goal?

Existing

#### Goal Status

Ongoing

#### 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

2/1/2022

### Goal 2

#### 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 are currently in contact with a non-profit organization, Dreams for Change, that wants to work with Palomar college to create VITA training 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 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**

1/31/2022

**Goal 3****Brief Description**

Participate 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 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 of 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**

8/22/2022

**Goal 4****Brief Description**

Increase student preparedness for transfer or career opportunities

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

Existing

**Goal Status**

Ongoing

**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 credible candidates 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**

8/22/2022

**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?**

Yes

***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.***

## REQUEST FOR ADDITIONAL FULL-TIME FACULTY

### Faculty Request 1

**Title of Full-Time Faculty position you are requesting**

Assistant Professor, Accounting

**How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.**

The new position will assist in the mission of Guided Pathways, as accounting is one of the largest disciplines in Business and students progress from a Bookkeeping certificate (our highest performing certificate) to a Certificate of Achievement in Accounting and/or an A.S. in Accounting. Also, both of our ACCT 201 and ACCT 202 classes, Financial and Managerial accounting respectively, are required for the Business Administration ADT, one of the highest performing transfer degrees on the campus. This narrative also addresses the question of Strategic Planning and Enrollment.

**Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?**

No, there are highly qualified part-time accounting faculty in general, but Yes, regarding a scarcity of accounting faculty with specialized degrees in Payroll, Taxation, Specialized software, Business Finance, Bookkeeping, Business Math, and/or CPA certifications, and Yes, regarding a scarcity of faculty with specializations in rapidly changing technology, changing tax law and CPA regulations and requirements.

We have had several part-time faculty retire since the pandemic, and two/three of our full-time faculty are on leave or planning reduced leave, leaving 12+ unique accounting classes un-staffed and needing new part-time faculty. The chair has been hiring one-two new part-time faculty for accounting each semester, for the past several semesters. Also, our remaining newer faculty member who is in her third year of tenure is doing the majority of the faculty portion of the shepherding and admin work for this discipline, with the assistance of the department chair.

**Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.**

No. I am requesting this position for the above reasons.

**Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.**

Our cumulative degrees awarded have remained rather consistent over a six year period; however, there have been some variances within the programs themselves.

**Degrees and Certificates Awarded (Count)**

Row Labels 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

AA/AS

Associate in Arts Degree 1 1

Associate in Science Degree 29 17 29 27 22 27

AA/AS Total 30 17 30 27 22 27

Certificate

Certificate of Achievement 32 15 40 29 26 36

Certificate of Proficiency 53 48 26 32 38 36

Certificate Total 85 63 66 61 64 72

Grand Total 115 80 96 88 86 99

There is no regional career education data that will necessarily augment the narrative in this question. The programs have remained consistent with no major updates in curriculum needs that would be due to regional industry requirements or trends.

However, regional job data does show a gap in this field, indicating job growth/need patterns. This is documented on previous pages of this PRP.

**Is your department affected by faculty on reassigned time? If so, please discuss.**

Our accounting discipline has been impacted in the past ten+ years by retirements, leaves and reduced workload. In approximately 2011 the accounting discipline had six full-time faculty members. Three of those FT accounting faculty retired leaving three by 2012-13. Subsequently, one FT accounting faculty member took an early retirement several years ago, reducing our accounting faculty to two. Three years ago, we hired a replacement faculty member, and she is in her third year of tenure, but due to another FT accounting faculty member being on a 100% leave this year, and another FT faculty member planning to take reduced load beginning fall of 2022, we are operating with essentially one FT fully functioning accounting faculty member. This is too much administrative work and oversight for one full-time non-tenured accounting professor, in light of assisting with part-time faculty evaluations, participating in interviewing new part-time accounting faculty, faculty mentoring, shepherding the programs, course and program review, course and program assessments, club and student advising, oversight of the VITA program and committee work.

**Are you requesting new Classified, CAST or AA positions?**

No

## **PART 2: BUDGET REVIEW**

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS**

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

### **Part 4: Facilities Requests**

**Do you have resource needs that require physical space or modification to physical space?**

No

### **PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

Yes

**Enter your email address to receive a copy of the PRP to keep for your records.**

ljmartin@palomar.edu