



2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Arts, Media and Business Administration

Department Name

Business Administration

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Accounting (ACCT)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Mary Cassoni

Department Chair email

mcassoni@palomar.edu

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

Leah Hoover, Full-Time Faculty, Accounting
Joel Glassman, Full-Time Faculty, Accounting
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Website address for your discipline

<https://www.palomar.edu/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.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

The mission statement of the Accounting Department was created based on the College's vision and mission, specifically enabling students of all backgrounds to achieve academic success through the accounting programs and transform lives for a better future.

Link: [Vision, Mission, and Values](#)

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

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

☒ Yes ☐ No

Are any of your programs TOP coded as vocational (CTE/CE)?

☒ Yes ☐ No

List all degrees and certificates offered within this discipline.

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

AA, AS, ADT, Certificates, etc.

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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

3

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

1.80

Link: [FTEF Data](#)

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

4.07

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Academic Department Assistant - 50%; Instructional Support Assistant - 100%. Both positions support the entire Business Administration Department.

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

None at this time

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](#). 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? Please explain.

The Accounting transfer program focuses on ensuring students (1) are successful when they transfer 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. The department has enabled new policies to update program learning outcomes on an annual basis.

Summarize the major findings of your program outcomes assessments.

Accounting:

To assess the first program learning outcomes related to understanding and applying accounting concepts and procedures, 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. This result far exceeds the minimum standard of 70% of students receiving a grade of 70% or greater. We are very pleased with the overall result of a 91.6% passing rate.

Bookkeeping/Accounting Clerk:

In assessing the first program learning outcome, related to formulating and reviewing a set of financial statements, we evaluate results of final exam test questions pertaining to these topics. Evaluated in December 2021, 74% of students received a score of 70% or greater on the comprehensive final exam, critically reviewing a set of financial statements. This appears to be the norm and fall within the acceptable parameters of students measuring the accounting cycle.

To assess the second program learning outcome related to the use of accounting software in the private sector, we use data collected each year by our Business/Accounting Tutor, Lourdes Runk, who proctors the QuickBooks Certification Exam. From February - August 2021, 40 students took the exam to become a QuickBooks Certified User, with approximately 50% passing rate. Certification is difficult if students are not fully prepared, the pass rate is about as expected. We would like to see more students attempting the exam each semester.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

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

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), 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.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

Courses in the Accounting discipline support GE/ILOs. Specifically, the accounting courses support quantitative literacy: reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. In addition, many courses support critical thinking and information literacy by reading, preparing, and evaluating financial statements and financial data. Several key courses, like Financial Accounting (ACCT201) and Taxation of Business Entities (ACCT107) highlight and build ethical reasoning.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

Course outcomes from Financial Accounting (ACCT201) include: apply transaction analysis, input transactions into the accounting system, process this input, and prepare and interpret the four basic financial statements. In the most recent assessment of this outcome, 78% of students scored 70% or higher, which is consistent with years past and closely aligns with the quantitative literacy and critical thinking GE/ILOs.

Course outcomes from Managerial Accounting (ACCT202) include: Explain the development and use of standard costs and flexible budgets, prepare and interpret variance analysis reports and relate them to responsibility accounting and control. This outcome also relates to quantitative literacy and critical thinking. The results of this assessment were 74% of students scored 70% or higher.

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: [Program Completions](#)

Access the link above titled "Program Completions" and 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	17	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?

☐ Increased ☒ Stayed the same ☐ Decreased

Choose one

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.

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

☐ Yes ☒ No

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

☐ Yes ☒ No

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.

What is your program standard for the NUMBER of program completions?

85

Enter the number of completions per academic year.

Why did you choose this standard?

In looking at the data provided over the last 5 years, the program completions have ranged from 80 - 99, with the average being 90 program completions. It seems reasonable to set a standard of reaching at least 85 completions per year.

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.

What is your stretch goal for program completions?

100

How did you decide upon your stretch goal?

With the average completion rate of 90 completions per year, it is reasonable that as a department we could stretch and push ourselves to improve this number to 100 or better. In the most recent academic year, 2020-2021 we saw an uptick in completions, with 99 total. We would like to see this trend continue.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the College when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

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).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by opening the link titled "Program Enrollment Trends" below.

Link: [Program Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)

☐ Increased ☒ Stayed the same ☐ Decreased

Have your efficiency (e.g. WSCH/FTEF, Fillrates/FTET) trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)

☐ Increased ☒ Stayed the same ☐ Decreased

Were these trends expected? Please explain.

We have consistently achieved a fill rate at or above the college fill rate goal of 85%, most recently in Fall 2021 achieving a fill rate of 87.7%. The department WSCH per FTEF has also consistently achieved above the college goal of 525 WSCH/FTEF. The range in the last 5 years has been from a low of 535.45 WSCH/FTEF in Fall 2020 to a high of 543.37 WSCH/FTEF in Fall 2019. These trends have remained consistent and are as expected.

Please use wsch/ftef and fill-rate.

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.

Efficiency trends have remained relatively consistent, in part due to consistent enrollment numbers ranging between 840 and 1,018 in the last 5 years. We did see a decline in enrollment in Fall 2021, in part due to the limited class sizes of face-to-face courses.

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

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.

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

☐ Increased ☒ Stayed the same ☐ Decreased

Was this expected? Please explain.

We are pleasantly surprised to see the success rates remain consistent even through the recent years of COVID-related concerns.

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.

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

☐ Increased ☒ Stayed the same ☐ Decreased

Was this expected? Please explain.

Yes. Retention rates have remained Between 85-90% over the last 5 years, which is consistent with our expectations and a steady success rate. We did see a fall in retention rates in Spring 2020, related to COVID and the increased number of "EW" grades.

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

- ☐ When or where (time of day, term, location) ☐ Gender
☐ Age ☒ Ethnicity
☐ Special Pop. (Veteran, foster youth, etc.)

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

Success rates overall have risen slightly. However, there is an inverse trend of success rates for African American and Hispanic students at 57% and 60% respectively. This is compared to 92% for Asian students and 78% for White students. This is an area that we need to focus our attention on going forward to consider ways that we can close this gap. An additional goal has been added to address diversity and equity issues in our courses.

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

☐ Yes ☒ No ☐ N/A

Please share any best practice methods you use for online courses.

One positive to the pandemic was increased exposure and understanding of the online course environment. As a department, we each previously taught online courses, but the methods and practices used have evolved and improved over time. We are always striving to improve the online course experience to make it as similar to an in-person course as possible. Here are some best practice methods that we compiled:

- Requiring weekly discussion board assignments that encourage engagement through things like case studies, online research, and/or collaboration.
- Requiring students to create an original post before being able to see other student responses
- Instructor-created content encourages student involvement and connection to the course (example: live or pre-recorded video lectures)
- Utilizing Canvas Studio to require students to watch instructor-created content and answer questions
- Providing an opportunity for weekly online office hours (ideally via Zoom)
- Utilizing modules in Canvas to break up the material into weekly "chunks"
- Connecting with students in a variety of methods: announcements, discussion board, assignment feedback, etc.
- Reaching out to students directly who are falling behind on assignments (we have noticed this is a big factor in student retention for an online class)
- Providing easy access to campus resources (DRC, Tutoring, etc.)

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, in ACCT201, Financial Accounting, the most recent data shows 83% of students having achieved a score of 70% or higher, when evaluating the SLO "Analyze and record business transactions using the double entry accounting method and in accordance with generally accepted accounting principles (GAAP)." In ACCT202, Managerial Accounting, when evaluating the SLO "Construct and analyze accounting information for the purpose of making business decisions", 88% of students scored at least 70% or higher. This data is collected and aggregated across multiple sections of each course. In recent evaluations of the course SLOs for the ACCT101 course, Bookkeeping, 74% of students reached the evaluation threshold of 70% or greater. Consistently, we are seeing this benchmark, of at least 70%, as reached or surpassed. There do not appear to be any obvious outliers in the data.

Course level SLOs can be accessed through [Nuventive Improve](#)

Reflecting on the major findings you summarized, what are some questions you still have about student 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 the content taught across sections.

Excluding courses that haven't been offered in the last three years, do you confirm that all of your

courses have been assessed in the last three years.

☐ Yes ☒ No

If you answered no, please explain.

There is one course, Individual Income Tax (ACCT105) that is in need of assessment. The faculty member that normally teaches this course was out last year and new data was not entered. Assessment data will be entered this semester.

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.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

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 (Financial Accounting is a prerequisite for Managerial Accounting). We have looked into incorporating 8-week classes for Financial and Managerial Accounting in block scheduling; however, there is concern around the intensity of these 4-unit classes in an 8-week format when students are also taking additional courses.

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?

☐ Yes ☒ No

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

None at this time.

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.

Are there areas you would like to expand?

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.

Describe any 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.

Examples of other data and factors include, but are not limited to: external accreditation requirements, state and federal legislation, 4-year institution guidance

To answer the next two questions, you will need to review your [program maps](#) and program information in the [College Catalog](#).

Is the content in the program mapper accurate?

☐ Yes ☒ No

What needs to be corrected in the mapper?

The program learning outcomes need to be updated to reflect the current outcomes. PLO data has been updated and submitted through META.

Is the content in the catalog accurate?

☒ Yes ☐ No

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

☐ Yes ☒ No

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

We have begun discussions as a department to consider how we can better embed diversity related issues in our curriculum, especially classes that are more technical in nature like many of the accounting courses.

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 O*net Link below) 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): 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.

Link: <https://www.onetonline.org/>

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 programs 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 prepares 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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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

Accountants and Auditors: 7.7% growth
Bookkeeping, Accounting, and Auditing Clerks: (2.6%) decline

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

preparedness?

One of the primary ways that we assist students with job placement and workforce preparedness is using our network connections to keep our students connected with events and activities going on, primarily in the county. We also have great support from our adjunct faculty, many of whom continue to work in the accounting industry, and keep us apprised of events and opportunities in the workforce. This semester, for example, students had an opportunity to attend a networking event with one of the Big 4 Accounting Firms, KPMG, and learn more about internship opportunities for community college students. Our students were also invited to the Career Connections Job Fair at CSUSM, hosted by the Student Accounting Society.

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

Our program held its most recent annual advisory meeting on Wednesday, May 18, 2022, via Zoom. In this meeting, we met with industry partners to discuss recent events at Palomar in the business and accounting programs, especially related to challenges as a result of the pandemic. We discussed the success of the new Project Management Program, as well as the introduction of the Hi-flex teaching format. The meeting then opened up for questions and comments by our industry partners.

Career Education programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year.

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

Bookkeeping, Accounting, and Auditing Clerks: 1,636 annual job openings (2020 - 2025).

Include short- term # of projected job openings and long -term # of projected job openings

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 ☒ No

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

☐ Yes ☒ No

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

Our program has an annual advisory meeting each spring that connects community partners with the faculty. Our department has also begun a partnership with the University of Redlands for students to complete their Bachelor of Arts degree in Business Administration, entirely on Palomar's campus. We are very proud of this partnership and hope to see it continue to grow and thrive in the years to come.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

Increase program completions. We will convert our existing Certificate of Proficiency in Bookkeeping to a Certificate of Achievement in Bookkeeping.

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

The process was started, but never fully approved through META. A draft was re-submitted Fall 2022 to hopefully complete this goal.

Goal 2

Brief Description

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

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

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. This goal has taken longer to fulfill due to the pandemic. We were scheduled to bring VITA training to Palomar's campus in January 2022 but had to be canceled when all in-person activities were disallowed. We have plans and hope to bring this training to Palomar at the beginning of 2023 for the next upcoming tax season.

Goal 3

Brief Description

Increase student preparedness for transfer or career opportunities

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

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.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

One area that we are very concerned with, and aligns with the VfS is student transfer. One of our new goals for the next three years is to partner with NCHEA to bring CSUSM Accounting advisors to Palomar's campus and learn how our students are performing post-transfer and how we can better prepare them for transfer and career success.

[Click here to access the Strategic Plan 2022.](#)

Describe any changes to your goals or three-year plan as a result of this annual update.

In the previous sections of this PRP, 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.

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

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Partner with NCHEA to bring CSUSM Accounting Advisors to Palomar/Mira Costa Faculty

How will you complete this goal? Include Strategies and Timeline for Implementation.

Accounting faculty will apply for a grant through the North County Higher Education Alliance (NCHEA) to fund a collaboration project between CSUSM, Palomar, and Mira Costa. At the community college level, we do not get much feedback from students once they have transferred (except for the occasional student who keeps in touch). For the success of our program, it would be helpful to hear from the accounting faculty/advisors with CSUSM on how our students are performing after transfer as well as how we can better prepare them for transfer and ultimate career success. We see this as a possible annual event (or roundtable) with open discussion from participants at each of the higher learning institutions.

Outcome(s) expected (qualitative/quantitative)

Annual event hosted at Palomar with participation specifically from faculty at Palomar, CSUSM, and Mira Costa.

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

This goal closely aligns with the VfS goal for student transfer and workforce preparedness.

Expected Goal Completion Date

12/22/2023

Goal 2

Brief Description

Decreasing equity gaps in course success and embedding diversity-related issues into course content

How will you complete this goal? Include Strategies and Timeline for Implementation.

Discuss with the full business department the results student success by demographic and see if this lines up with departmental trends. Brainstorm ways that we can improve these results and integrate diversity-related issues into our courses. Consider bringing in faculty members from other departments to learn how they are addressing similar issues.

Outcome(s) expected (qualitative/quantitative)

Develop steps and strategies to decrease equity gaps and consider how diversity can be better incorporated in to more "technical" courses like accounting.

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

Aligns with Palomar's DEI initiatives and overall college mission.

Expected Goal Completion Date

12/16/2023

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

☒ Yes ☐ No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

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.

Our goals, in alignment with Palomar's Strategic Plan, primarily focus on increasing program completions as well as preparing students for transfer. We are also looking to provide a full well-rounded experience for students in the field of accounting by bringing skills-based learning opportunities to campus like the VITA Program, partnering with NCHEA, and increasing student involvement in the business "COBALT" club. An additional faculty hire is needed to support these initiatives as well as bring a new diverse perspective to the department.

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

We have had several part-time faculty retire or move on from Palomar in the last few years. It has been difficult to find qualified part-time faculty with availability to teach some of the more specialized courses offered. Specifically, due to the specialized nature of the subject it is difficult to find instructors for the ACCT115 (Sales Tax, Payroll Taxes, and Employee Benefits), ACCT105 (Individual Income Taxes), and ACCT 107 (Taxation of Business Entities).

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

No

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

Enrollment in the accounting courses, particularly ACCT201 and ACCT202 have remained consistent and strong over the years. These core courses are required for transfer for any student seeking a degree in business or accounting. In looking at the labor market data, specifically in the accounting field, there is growth expected in the job market of 7.7%. The accounting courses are in high demand and usually fill quickly, it is important that we have enough qualified instructors to teach these foundational courses to prepare our students for transfer and/or job readiness.

Refer to data and other analysis earlier in this document.

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

One (of three) full-time faculty members will no longer be teaching accounting courses, due to a reduction in assignment. He will be teaching a 40% contract, primarily teaching Business Analytics (BUS204). Previously, he taught several sections of ACCT201 and ACCT202 each semester.

Are you requesting AA, CAST for Classified Staff?

☐ Yes ☒ 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?

☐ Yes ☒ No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are **STRONGLY** encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

☐ Yes ☒ No

PART 4: FACILITIES REQUESTS

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

☐ Yes ☒ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?

☐ Yes ☒ No

☒ I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

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

lhooover@plaomar.edu