

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name: Accounting
2. Name of individual(s) completing the form: Catherina Wong
3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

Our department has carefully reviewed and is actively implementing the feedback provided by the RAPP Tri-Chairs from both our Comprehensive Program Review and Annual Program Review Updates. We are systematically addressing each recommendation, including updating our mission statement to identify specific student groups we serve, applying quantifiable metrics to our objectives, enhancing Guided Pathways engagement through targeted campus activities, and utilizing data tools to analyze student outcomes by modality and ethnicity to address equity gaps in alignment with the larger college strategic goals. We are also currently in progress on expanding our offerings to include a noncredit bookkeeping certificate with ongoing planning for resource allocation, and we continue to work through all RAPP feedback items to strengthen our program's effectiveness and responsiveness to student needs.

4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).

N/A

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Transfer Goals	Facilitate a 7% increase in the completion of AS-T in business	Accounting Faculty	Guided Pathways, Student Success Center (SSC)	Number of AS-T in business admin completed for AY 24-25	We have assessed our goal by analyzing degree and certificate award data from AY 2023-24 to AY 2024-25. The data shows a 10%	The Accounting department has collaborated with the Student Success Center (SSC) to implement targeted academic

	admin by Spring 2027				<p>increase in Associate in Science for Transfer (AS-T) in Business Administration degrees, rising from 334 to 368 awards, which demonstrates progress toward our transfer completion goal. Additionally, Credit Certificate-Transcriptable awards in accounting increased by 18%, from 28 to 33 certificates overall. Notably, when examining equity outcomes, we observed a 100% increase in Black, Latinx, and Filipinx students completing the certificate in accounting, rising from 4 to 8 awards, which reflects our commitment to closing equity gaps and supporting disproportionately impacted student populations. We aim to sustain these positive trends in both transfer degree completion and certificate awards while continuing to advance equitable outcomes for all students.</p>	<p>support. This began with preparing and hosting final exam review sessions for Accounting 1A in Fall 2025. Accounting 1A instructors contributed review questions, and Faculty collaborated with the SSC to create comprehensive exam review packets. Tutors will host two sessions during Week 11. We will gauge the success of this pilot effort and plan to expand similar support to Accounting 1B later in the academic year to sustain positive trends and advance equitable outcomes.</p>
Transfer Goals	Same as above	Accounting Faculty	English department, Equity Engagement (LinC)	N/A	N/A	Despite technical integration challenges with the Learning in Community (Linc) pairing of Accounting 1A with English 1000—caused by

						back-end scheduling issues, we continue incorporating relevant finance narratives that help students, particularly those from disproportionately impacted groups, connect accounting concepts to their lived experiences and career aspirations. The Accounting department remains committed to participate in LinC (Catherina Wong (ACCT 1A) teaching in LinC with Kristin Agius (ENGL 1000) in fall 2026 once the back-end scheduling issues are resolved.
Transfer Goals	Same as above	Accounting Faculty	Accounting Faculty	Data from precision campus	Looking at the disproportionate impact data for De Anza's accounting program, there are notable patterns showing significant progress over the past five years. Comparing 2019-20 to 2024-25, the department has made substantial strides in closing equity gaps for both Black and Latinx students. For Black students, the percentage point gap improved from -14 points (60% success rate vs. 74% comparison rate, requiring 20 additional successes) in 2019-20 to	This is not necessarily a change, but an observation and comment from Accounting Faculty. It's important to recognize that disproportionate impact affects different groups across time periods. Southeast Asian students, including but not limited to Vietnamese students, have historically experienced educational barriers at De Anza, whereas certain East Asian subgroups now show positive performance differentials. This historical shift demonstrates that

					<p>showing varied progress across the years, though challenges persist. For Latinx students, the progress is more pronounced: the gap improved from -19 points (64% success rate vs. 83% comparison rate, requiring 161 additional successes) in 2019-20 to -12 points (77% success rate vs. 88% comparison rate, requiring 98 additional successes) in 2024-25. This represents a 13-percentage point improvement in Latinx student success rates and a reduction of 63 students needed to close the gap—demonstrating meaningful progress. Similarly, Black student success rates improved from 60% in 2019-20 to fluctuating between 59-72% in subsequent years, with the most recent data showing continued need for targeted support. Low-income students also showed improvement, moving from a -7 point gap (74% vs. 81%, requiring 73 additional successes) in 2019-20 to maintaining similar gap levels but with stronger overall success</p>	<p>with sustained, targeted interventions, current trends for Black and Latinx students can similarly shift toward equity. Beyond racial diversity, the department recognizes that diversity in background and thought strengthens our academic community and better prepares all students for success in the accounting profession.</p>
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					rates of 82% in 2024-25.	
Transfer Goals	In response to the narrowing pool of CPA candidates at four-year institutions, our department has secured a collaborative opportunity with the California Society of CPAs' Community College Pathway program. As one of the first community colleges in Northern California to partner with this program, we offer students a career preparedness initiative that introduces them to public accounting. Each participating student is paired with a mentor from an accounting firm and gains access to valuable networking opportunities. This partnership ensures that when students transfer to four-year institutions, they are not only 'ready' for campus recruiting but also able to compete effectively	Accounting Faculty	California Society of CPA, CSUN, Baker Tilly and other Industry Partners.	6 students successfully enrolled in the pathway program - This foundational cohort represents our inaugural group of community college students gaining early access to professional mentorship and career pathways typically reserved for upper-division students at four-year institutions. 50% of participants are first-generation college students - This demographic breakdown demonstrates that the program is successfully reaching students who may lack familial guidance in navigating higher education and professional career paths, providing them with mentors and support networks to	Tracking student participation in Pathway program events - We monitor student attendance at workshops, networking events, and professional development opportunities to ensure students are taking advantage of the resources available to them and staying engaged with the program. Monitoring mentor matching and relationships - We track that each student is matched with a one-on-one mentor from a public accounting firm and that these mentoring relationships remain active throughout their time in the program. Regular check-ins help us ensure students are receiving the guidance and support they need. Following students' commitment to pursuing accounting degrees - We monitor whether students remain focused on their goal of earning an accounting degree by tracking their course enrollment, academic progress, and	N/A

	<p>with peers who have been at the four-year school since their first year. Additionally, by providing a clear pathway to a career, this program helps students stay focused on their coursework and achieve success, knowing that their education is directly connected to future professional opportunities.</p>			bridge this gap.	transfer applications to four-year institutions with accounting programs.	
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Degrees and Certificates | Accounting-DA

Who uses this report:
All users who need degree and certificate data.

What is this report:
This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Limits: Race/Ethnicity Black , Filipinx , Latinx

Measures: Awards

Award Group	2020-21	2021-22	2022-23	2023-24	2024-25
Associate in Arts	9	9	10	9	8
Credit Certificate-Transcriptable	11	4	8	4	8
Total	20	13	18	13	16

Data loaded 17-Oct-2025

Degrees and Certificates | Business-FD

Who uses this report:
All users who need degree and certificate data.

What is this report:
This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

Award Group	2020-21	2021-22	2022-23	2023-24	2024-25
Associate in Arts	209	190	153	130	160
Associate in Science	1			10% increase	1
Associate in Science-Transfer	385	397	321	334	368
Credit Certificate-Transcriptable	71	63	43	42	32
Total	666	650	517	506	561

Data loaded 17-Oct-2025

- If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Develop and Launch Noncredit Bookkeeping Certificate Program	<p>The Accounting Department will develop and launch a noncredit bookkeeping certificate program consisting of four courses designed to meet regional labor market demands. This certificate addresses the significant workforce gap in the Bay Area, where there are 4,618 annual job openings for bookkeeping positions compared to only 898 annual awards, resulting in an undersupply of 3,720 students. In the Silicon Valley Sub-Region specifically, there are 1,037 annual openings with only 175 annual awards, creating an undersupply of 862 students each year. After encountering significant barriers with curriculum development—including De Anza's previous requirement that noncredit certificates mirror credit offerings and maintain a minimum of 18 units, which is far</p>	Accounting Department faculty, Curriculum Committee, Dean of Business and Computer Science Division	N/A	<p>We will monitor progress through curriculum development milestones, including completion of course outlines for the four noncredit courses, approval by the Curriculum Committee, and submission to the California Community Colleges Chancellor's Office. Additional evidence includes partnerships established with employers for input on course content, identification of zero-cost or low-cost materials for courses, enrollment projections based on labor market data, and timeline adherence for Fall 2027 launch.</p>	<p>Achievement will be assessed through successful launch of the noncredit bookkeeping certificate by Fall 2027, tracking enrollment numbers in the certificate program, monitoring completion rates with particular attention to disproportionately impacted student populations (Black, Latinx, and low-income students), measuring certificate awards annually</p>

	<p>from a low-unit certificate and poses a substantial obstacle for students returning to the workforce or seeking to upskill—we are now positioned to move forward with a streamlined approach. While our ZTC Acceleration II Grant application for the bookkeeping certificate was not approved, recent policy changes have cleared the path: the college has removed the mirroring requirement and reduced the minimum noncredit certificate requirement to just 2 courses. Combined with the college-wide strategic goal to increase noncredit enrollment and the President's allowance on addendum processes, our department is ready to pivot. We remain committed to keeping the program low-cost and accessible, with at least one course utilizing zero-cost materials, and an anticipated launch in Fall 2027.</p>				
<p>Enhancing Assessment Integrity and Authenticity in Accounting Courses</p>	<p>Address the rising challenges of academic integrity with increasing AI tool usage by students in formative and</p>	<p>Accounting Faculty</p>	<p>Collaborate with McGraw Hill (Connect platform), embedded Proctorio services, and utilize in-house AI tools</p>	<p>Monitor progress by tracking faculty participation in learning and adopting authentic assessments and or related</p>	<p>Continuing to monitor and review student performance data and learning outcomes in existing</p>

	summative assessments.		and faculty-curated accounting content together with assessments skills from CVC @One courses to ensure students learn responsible use of AI to support learning in a safe and effective manner.	assessment platforms.	accounting courses.
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7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

The hiring of our full-time faculty position has had a significant and immediate impact on our department's ability to advance equity and student success goals. Our new faculty member has spearheaded structured midterm review sessions in partnership with Guided Pathways and Student Success Centers, with full buy-in from all accounting faculty members who actively incentivize students to attend these workshops. A key innovation is that our new faculty member is training peer tutors to host these sessions alongside instructors, which has been instrumental in removing the traditional stigma associated with asking questions, as students feel more comfortable seeking help from peers. These workshops are offered at different days and times to accommodate diverse student schedules, making support more accessible. The sessions have proven very useful for students who have traditionally been hesitant to ask questions in traditional classroom settings. This collaborative approach aligns directly with De Anza College's strategic plan commitments to equity and student success, and while we are still collecting comprehensive data on outcomes, initial feedback has been overwhelmingly positive, with more results expected as we continue to expand and refine these interventions, which will include final exam review sessions.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

Our department has recently secured a \$15,000 sponsorship from KPMG's Advancing Accounting Preparedness in 2-year Community College Students program for Fall 2025 through Fall 2026. This funding helps community college students succeed in accounting, complete their AD-Ts, transfer to four-year schools, and pursue accounting degrees. The sponsorship supports all students who face barriers to success through four key areas:

- Teaching Assistant Program (\$6,000): Provides about 8 extra hours each week of one-on-one help during fall, winter, and spring quarters. Students get personalized support to understand difficult accounting topics and become stronger candidates for transfer to four-year colleges.
- Faculty Professional Development (\$2,000): Helps our instructors stay current with accounting industry practices, what four-year schools expect from transfer students, and effective ways to help students from different backgrounds succeed.
- Networking and Advising Events (\$500): Connects students with counselors and former students who can share advice about applying to four-year colleges. These connections are especially helpful for first-generation students who may not have family members who can guide them through the college transfer process.
- Experiential Learning Opportunities (\$5,000): Allows students to participate in accounting competitions and attend professional events where they can gain practical experience and meet people in the field. These opportunities help students access careers that might otherwise be out of reach.

These investments give students the mentors, academic help, career connections, and peer support they need to succeed in their accounting studies, complete their AD-Ts, and transfer to four-year institutions.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	Financial Accounting 1A SLO #2 Analyze fundamental business concepts, how businesses operate, how accounting serves them and identify ethical issues in an accounting context.
Method of Assessment of Learning Outcome (please elaborate)	We used a standardized, comprehensive quiz designed to be taken late in the Fall 2024 term by a majority of Accounting 1A students. It was developed jointly by the full-time faculty in the department. Substantially equivalent versions of the quiz have been given every three years since Fall 2009.

<p>Summary of Assessment Results</p>	<p>At the end of Fall, 2024 we had 270 students (representing 12 sections) in Accounting 1A participate in our measurement of SLO #2. The success rate was 90%, exceeding our minimum target of 75%. This represents an increase from an 85% success rate three years ago. Please note that the data of one of the sections does not conform with our standards. However, we have eliminated the results of the students who were given a different set of questions and/or omitted certain questions.</p>
<p>Reflection on Results</p>	<p>Our instructors noted that students showed significant improvement in their understanding of real-world business scenarios and current events, particularly related to accounting and business environments. This was attributed to efforts by the accounting faculty to incorporate more of these elements into the curriculum. However, students appeared to have done worse on the specific question related to the Sarbanes-Oxley (SOX) Act compared to previous assessments, suggesting a need to further emphasize this topic. Overall, our instructors seemed satisfied with the progress made in improving students' analytical skills and understanding of real-world business applications, but identified SOX-related content as a potential area for further focus.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>The course instructors aim to enhance the learning objectives related to the Sarbanes-Oxley Act (SOX) and internal controls. The instructors suggest incorporating specific fraud cases, such as the Rigas family fraud case, as discussion topics or student research assignments. This could help illustrate the real-world impact of financial fraud and make the material more engaging for students. Additionally, the instructors recommend deepening the partnership with the Business Village to further emphasize the connection between course content and actual business practices.</p> <p>The accounting department is actively addressing two critical priorities in our introductory courses: reducing student costs while maintaining academic integrity in an AI-enhanced learning environment. We continue our search for high-quality Open Educational Resources (OER) that meet our pedagogical standards for introductory accounting courses. This initiative aligns with our commitment to reducing financial barriers for students while ensuring robust content that supports deep conceptual understanding.</p> <p>Concurrently, recognizing students' increased use of AI tools, the department is transitioning to McGraw Hill's Connect platform for our introductory sequence. Connect provides enhanced assessment security features, including integrated Proctorio proctoring and disabled copy-paste functionality, which help us authenticate student learning and maintain assessment integrity. Importantly, this transition incurs no additional cost to students beyond current textbook expenses. Additionally, McGraw Hill's SIMNet platform includes an Excel proficiency badge, a digital credential students can display on their LinkedIn profiles. Since Excel is an essential tool in accounting practice, this credential strengthens students'</p>

	<p>professional experience while reinforcing the connection between classroom learning and real-world business applications. This feature directly supports our department's goal of helping students understand how course content translates to professional competencies valued by employers.</p>
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Please email this form to your dean/manager.

10. Dean Manager Comments:

The Accounting Department continues to make steady progress in support of student transfer, equity, and completion. The department has taken RAPP feedback seriously and improved how it sets goals and uses data to understand student outcomes.

Progress toward transfer and completion goals is a clear strength. The department exceeded its target for AS-T in Business Administration completions and increased accounting certificate awards, with encouraging equity gains for Black, Latinx, and Filipinx students. Faculty-led exam review sessions developed with the Student Success Center provide practical academic support. I also want to recognize Yacoub Moussa for leading a well-attended Accounting midterm review in collaboration with the Student Success Center and Guided Pathway Villages.

The department's partnerships further strengthen student pathways. The collaboration with the California Society of CPAs' Community College Pathway program provides students with early access to mentoring and career preparation. In addition, KPMG sponsorship support has expanded tutoring and faculty-led professional development. I would also like to recognize the leadership of the department chair, Catherina Wong, for her initiative and follow-through in advancing these efforts.

Faculty are also working together to strengthen instructional quality and access by standardizing core course materials, reviewing improved textbook options including OER, and thoughtfully addressing AI through curriculum, including the AI in Accounting course, and improved assessment practices using McGraw Hill's Connect platform. This annual program review reflects the collective work of the department chair, scheduler and the entire Accounting faculty team.

11. Vice President/Associate Vice President Comments:

The Accounting Department continues to demonstrate strong momentum in advancing student transfer, completion, and equity outcomes. The department exceeded its AS-T in Business Administration completion goal, increased accounting certificate awards, and achieved meaningful equity gains for Black, Latinx, and Filipinx students. Faculty-led exam review sessions in partnership with the Student Success Center, along with industry partnerships

through the California Society of CPAs and KPMG, provide students with academic support, mentoring, and career pathways. The department's focus on OER, authentic assessment, and responsible AI integration reflects a forward-looking and student-centered approach to workforce and transfer preparation.