Comprehensive Program Review

A. Department Information
Mission

Please enter your department's mission statement here.

The Accounting Department is committed to challenging students of every background to develop effective business language skills that will contribute positively to the community. Our mission is to empower students with the necessary educational and technical abilities to launch and/or grow a career in accounting. We are focused on providing students with a robust, equitable, and efficient approach to attaining their accounting goals.

How does your program mission statement relate to the mission, vision and values of the college? (https://www.deanza.edu/about-us/mission-and-values.html)?

Our program mission statement is in alignment with the mission, vision, and values of the college in several ways. We as a department want to provide the tools for our students to develop their human capacity by having clear and direct goals and ways to achieve them. We give them the tools to stay focused and stay on track by providing milestones that give them feedback on their progress. We educate them using the latest technology in the field so they be competitive with others when they go out into the community to use the knowledge and tools to be success in their careers. We test their knowledge with methods that align with our learning objectives, and when we determine an area may need further attention, we refine our methods of teaching to ensure we are addressing the needs of our diverse student population in an equitable manner.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Transfer Goals	Facilitate Student achievement of transfer goals	Accounting Faculty	Transfer colleges/universities, Connect application, and being available in the Business Villages	We will guide students to the tools in Guided Pathways to assist students with their educational goals.	We will monitor the results by viewing annual trends in the number of certificates and degrees earned, and the trend in the number of students transferring to 4-year colleges.	We will review the statistics on the number of certificates and degrees awarded and note it their is an upward trend.

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

We have had a lot of changes in teaching modalities. Even if we have returned to campus, there are still a lot of students who prefer online classes. There is a correlation between students wanting to invest in their higher education goals and the economic downturn. We have had full-time faculty members retiring in the last two years.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Business/Computer Systems - Accounting-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	2,612	2,650	2,770	2,256	2,151	-17.6%
Enrollment	4,432	4,537	4,839	3,912	3,765	-15.0%
Sections	128	126	129	111	105	-18.0%
WSCH	7,225	7,261	7,774	6,270	6,028	-16.6%
FTES (end of term)	477	479	512	413	402	-15.7%
FTEF (end of term)	12.7	13.1	13.4	11.1	10.3	-18.8%
Productivity (WSCH/FTEF)	567	555	579	567	583	2.8%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (https://www.deanza.edu/ir/documents/Glossary.pdf).

☐   the data trend shows an increase in Enrollment

☑   the data trend shows a decrease in Enrollment

☐   the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

The Pandemic has contributed to the 5-year decline in enrollment. Our 13.4% decline in enrollment is consistent with the larger decrease we are seeing in other related departments, such as business and quantitative math departments. As we continue to improve our in person class offerings we anticipate a change in the enrollment trends in an upward mode.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only
1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqltlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY).

2. Cite current industry trends.

3. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

There has been a 2% decrease in Accounting and Auditing jobs over the 5-year period as indicated in the Lightcast Analyst Occupational Outlook data. There is a narrowing pool of CPA candidates in the 4-year universities. This could indicate an increased opportunity for our students to pursue higher-paid careers in accounting starting from the community college level.

We are in the process of putting together an advisory committee of industry experts and educators to gather industry trends to better understand the effects to improve our programs and certificates.

D. Course Success
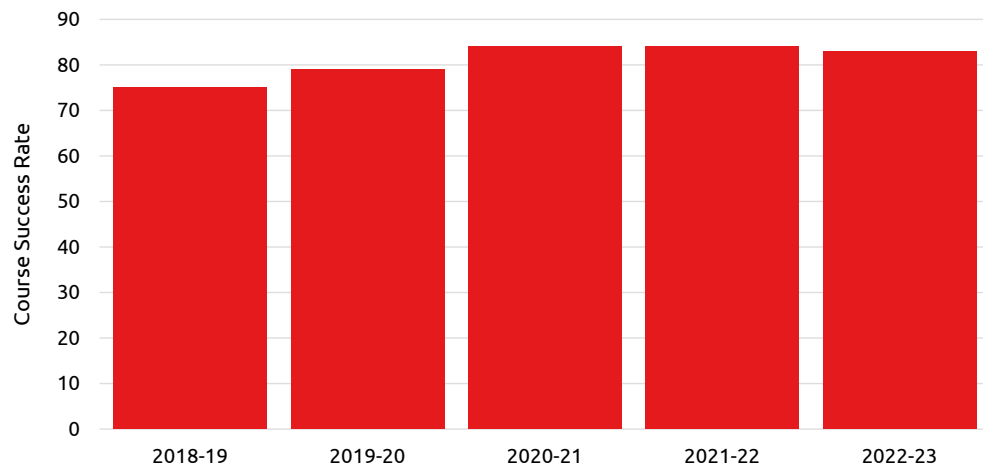saved report - pivot

Course Success

Accounting-DA

Who uses this report:
All users who want to further explore their enrollment or course success data.

What is this report:
This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:

Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	4,432	75%	3,327	4,537	79%	3,596	4,839	84%	4,082	3,912	84%	3,285	3,765	83%	3,123

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

☑ the data trend shows an increase in Course Success

☐ the data trend shows a decrease in Course Success

☐ the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?

2. What strategies does your department have in place to increase or maintain current success rates?

3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)

4. How do course success rate trends align with your program goals?

Some of the factors that influence student success rates in our department are personnel, the economy, and perceptions of the accounting field.

Part of our success rates are assisted by the availability of excellent teachers with industry experience and from tutoring support form the Student Success Center.

Student success rates in our course does not vary significantly. The basic accounting courses are required to earn a business degree which provides a major incentive for success. Our higher-level courses such as taxation, auditing and intermediate accounting attract student whose goal is to complete classes to qualify to take the CPA exam and hence their high motivation for success.

Our course success rate trends have been increasing and are in line with our program goals to help students reach their transfer goals. We have reached a high success rate of 83% to 84% for the academic years 2021 to 2023.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:
All users who want to explore student equity and disproportionate impact in course success.

What is this report:
This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:
A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:
To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course,** then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant

Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method[1]

Currently showing all groups. Click here to show only groups with disproportionate impact.

Click here to show and compare disproportionate impact with .

Hide cells with fewer than [10] students

Business/Computer Systems - Accounting-DA						2022 Summer to 2023 Spring
Number of sections: 105						

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (Accounting-DA, 105 sections)	3,765	83%	83%	0		
Asian	1,853	87%	79%	+8		
Black	105	66%	83%	-18		19
Filipinx	264	80%	83%	-3		9
Latinx	809	75%	85%	-10		81
Native American	10	30%	83%	-53		6
Pacific Islander	22	82%	83%	-1		1
Unknown ethnicity	215	89%	83%	+7		
White	487	84%	83%	+2		
Female	1,800	84%	82%	+2		
Male	1,918	82%	84%	-2		39
Non-Binary	0					
Unknown gender	47	85%	83%	+2		
Foster youth	N/A					
Individuals with disabilities	90	77%	83%	-6		6
Low Income	1,634	79%	86%	-6		100
Not Low Income	2,131	86%	79%	+6		
Veterans	93	80%	83%	-3		4

[1]The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

☐　　　　there is no gap (e.g., 0)

☐　　　　there is a negative gap of 5-percentage points or less (e.g., -5)

☐　　　　there is a negative gap greater than 6 percentage points (e.g., -6)

☑　　　　there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

☐　　　　there is no gap

☐　　　　there is a negative gap of 5-percentage points or less

☑　　　　there is a negative gap greater than 6 percentage points

☐　　　　there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

☐　　　　there is no gap

☑　　　　there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☑   there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

☐   there is no gap

☑   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

☐   not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

There are differences in the success rates of Blacks, Latinx and Native Americans. The numbers are not easily explained as far as reasons for the lower success rates. For example, the population for Native Americans in the population is only 10 whereas Asians are 1,853. The numbers need to be further analyzed to be able to key into what reasons lead to lower success in some groups and whether being a much smaller percentage of the total population is a factor.

The low-income student group has a high percentage gap difference. Further research is necessary to determine how low-income impacts success rates and what measures could be put in place to address this issue and increase success rates. Our primary goal in our department is to help students acquire the skills and knowledge they will need to succeed and transfer to 4-year schools. We need to keep in mind the equitable methods we use in teaching our subject area and how to improve them with further investigation as to the needs of the groups which indicate lower success rates in the statistics viewed.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

 Some of the strategies we have in place include: 1. Providing students with information on how to access all the resources of the college. 2. Students are provided with information to apply for emergency funds. 3. Following up with the Early Alert System to help students falling behind.

These teaching and learning objective are clearly aligned to our program's mission and goals. First because access to resources helps students to spend time learning and less time stressing about how to purchase textbooks for the class and feeding and housing themselves and their families. By focusing on providing guidance on achieving their goals to increase their marketable skills we help our students economically. Our Early Alert System help us catch students at the beginning when there is still time to help them learn the skills necessary to succeed in their educational goals.

Trends in Awards
saved report - pivot

Degrees and Certificates by Ethnicity

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.

Measures: Awards

✎ Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts	**Asian**	10	18	23	12	10
	Black	1		2		
	Filipinx	1	1			6
	Latinx	4	3	7	9	4
	Native American				1	
	White	8	3	3	3	4
	Unknown ethnicity					1
	Total	24	25	35	25	25

Credit Certificate-Transcriptable	Asian	31	23	23	19	21
	Black		2			1
	Filipinx	2	3	2	1	2
	Latinx	2	4	9	3	5
	White	9	3	7	7	3
	Unknown ethnicity	2		2		1
	Total	46	35	43	30	33
Total		70	60	78	55	58

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- ☐ an increase in the number of Associate Degrees awarded
- ☐ a decrease in the number of Associate Degrees awarded
- ☑ no change in the number of Associate Degrees awarded
- ☐ Not applicable

Trends in Associate Degrees for Transfer awarded show;

- ☐ an increase in the number of Associate Degrees for Transfer awarded
- ☐ a decrease in the number of Associate Degrees for Transfer awarded
- ☑ no change in the number of Associate Degrees for Transfer awarded
- ☐ Not applicable

Trends in Credit Certificates awarded show:

- ☐ an increase in the number of Credit Certificates awarded
- ☑ a decrease in the number of Credit Certificates awarded
- ☐ no change in the number of Credit Certificates awarded
- ☐ Not applicable

Trends in Non Credit Certificates awarded show:

- ☐ an increase in the number of Noncredit Certificates awarded
- ☐ a decrease in the number of Noncredit Certificates awarded
- ☐ no change in the number of Noncredit Certificates awarded
- ☑ Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?

2. How do the trends in awards align with your program's mission and goals?

The trend in associate degrees seems to have remained about the same except for one year in which it was higher. The other 4 years are about the same. Given our goals to increase the number of students transferring and providing the tools to do so, we need to delve further. A major factor is that, although the transfer numbers do not indicate an improvement, we are not looking at transfer trends for business majors. The primary accounting courses are required of all business major. Transfer AA degrees awarded in business decreased from 2022 to 2023. This could impact our numbers as well, however, we had basically no change in our number of transfer degrees.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?

2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.

3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

The accounting department has been impacted by the number of faculty who retired and who are on a reduced workload. We have not offered a few of the courses such as Cost Accounting and Government Accounting. These two courses do not attract a high students enrollment, and consequently, they are cancelled. We have many electives of other courses to give students options to completing their degree or certificate.

We are not planning on removing any degrees because we are at a sufficient number of degrees to meet the needs of our students. We are currently looking at what we offer and determining if our offerings need to change to meet the demands of the job market and needs of our students. The process is in the very early stages of researching the need for other certificates, and therefore a list of additional certificates or degrees in not relevant currently.

Staffing Trends

Faculty Workload

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	5.5	4.2	5.1	5.2	4.2	-24%
Full Time %	43.5%	32.0%	38.0%	47.2%	40.8%	-6%
Overload	3.2	2.6	1.7	1.0	1.1	-65%
Overload %	24.7%	19.8%	12.4%	9.0%	10.7%	-57%
Part Time Load	4.0	6.3	6.7	4.8	5.0	24%
Part Time %	31.8%	48.2%	49.6%	43.8%	48.5%	53%
Total FTEF	12.7	13.1	13.4	11.1	10.3	-19%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

☐   the data trend shows an increase in Full Time %

☑   the data trend shows a decrease in Full Time %

☐   the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?

2. What are classified staffing needs to ensure the program's health, growth or vitality?

3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?

4. What strategies does your program have in place to retain new faculty, if applicable?

> The trend for latest year shows an increase in full time faculty. This is as result of two new hires, one a very recent hire. Two of the years indicated a decline in the number of full-time faculty. This was a result of three full time faculty members retiring in the last few years.
>
> We have the funding for another full-time faculty and are in the process of recruitment for the new faculty hire. We are looking for faculty who can teach multiple courses and who can teach some of the courses on our curriculum that have not been offered because of not having faculty who could teach the courses, or have been cancelled due to low enrollment. Providing a welcoming environment to new faculty and the support system to help them feel comfortable in our department is the goal of our department.

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to https://www.deanza.edu/slo/#post which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.

2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?

3. How do these strategies align with the program's mission and goals.

> We have completed the SLO assessment on three courses, ACCT 1A, 1B and 1C. Based on the assessments we have moved to a newer edition of our text that includes some of the current trends in learning such as Data Analytics. When we assess these same courses, we will include an assessment of how we introduce Data Analytics and the results which indicate how our student performed in that area. We will be conducting SLO assessments of other courses this coming year.
>
> The SLO assessments will provide feedback as to the results of our program 's mission and goals. By bringing in new full-time faculty, we hope to increase ways we improve our methods to meet the current needs of our students. There have been changes due to the Pandemic which had an impact on our students as well as how business is conducted. We will look for ways to provide our students with the tools they need to succeed in our changed environment.

Dean/Manager Comments

> I support the Accounting Department's vision and goals of preparing students for successful transfer to four-year universities. These goals align with De Anza's efforts to stay "tops in transfer." I support the resource request they have provided, particularly, the hiring of tutors. Providing additional support and resources for students is crucial to ensuring their success and in reducing equity gaps.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.