De Anza College
Instructional Annual Program Review 2021-22

Instructions: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on "Facilities" tab and large-ticket items are on Large-ticket Items" tab.

Due: Friday May 6, 2022

	Information Requested	Explanation of Information Requested.	Enter your answers here
	Department Name:		Accounting
	Program Mission Statement:	How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies"? (https://www.deanza.edu/about-us/mission-and-values.html).	The mission of the Accounting program is to challenge students of every background to develop their intellect, character, and abilities; and to achieve their educational and vocational goals in the discipline of Accounting. The focus of the program is to help students acquire the skills and knowledge they will need to help them transfer to a four year university as a Business or Accounting major and to train students in specific vocational skills that will increase their proficiency and employability in the field of accounting.
I.A.1	What is the Primary Focus of Your Program?	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Transfer
I.A.2	Choose a Secondary Focus	Choose from General Education, Transfer. Career/Technical,	Career/Technical

		Learning Resources/Academic Services, personal enrichment or N/A	
I.B.1	# Certificates of Achievement Awarded	State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Certificates of Achievement please state "none offered".	27
I.B.2	# Certificates of Achievement-Advanced Awarded:	State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html If you do not offer Certificates of Achievement" please state "none offered".	0
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Associate Degree Transfer, please state "none offered".	0
I.B.4	# AA and/or AS Degrees Awarded:	State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/Awar	35

		dsbyDivision.html .-If you do not offer Associate of Arts or Associate of Science Degree, please state "none offered".	
I.B.5.	Trends in # Total Awards	If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes?	There was a 40% increase in AS degrees awarded while the number of certificates stayed about the same. We should note that our basic three course sequence ACCT 1A,B and C is part of the Business Transfer AA degree and there were 385 Transfer AA degrees awarded in Business up from 312 in the previous year.
I.B.6.	Strategies to Increase Awards	What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.)	We will continue to offer more information to students about the advantages of obtaining an Associate of Ars or Associate of Science Degree. We have also encouraged them to obtain a certificate while working towards the associate.

I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes. Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: https://www.calpassplus.org/LaunchBoard/Home.aspx	https://www.calpassplus.org/LaunchBoard/Home.aspx According to the Bureau of Labor Statistics (BLS) "employment of accountants and auditors is projected to grow 10 percent from 2016 to 2026, a little faster than the average for all occupations. In general, employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy." It is also noted that "The continued globalization of business may lead to increased demand for accounting expertise and services related to international trade and international mergers and acquisitions. Technological change is expected to affect the role of accountants over the next 10 years. As platforms such as cloud computing become more widespread, some routine accounting tasks may become automated. Although this will allow accountants to become more efficient, this change is not expected to reduce the overall demand for accountants. Instead, with the automation of routine tasks, such as data entry, the advisory and analytical duties of accountants will become more prominent." (US Dept of Labor website - Occupational Outlook Handbook- Accountants and Auditors, March 2018). Given that the economy in the Bay Area is fairly strong, we believe demand should remain relatively strong, despite the apparent drop of traditional college age students in the area we serve. it should be noted that the demand for Accounting (and our program) between 2005 and 2015 was extraordinarily high because of some structural changes in the industry. Like CIS when the dotcom boom took place, demand for auditors and accountants increased dramatically because of new regulations that came about as the result of fraud issues perpetrated by some large companies (Enron, MCI to name a couple) and accounting and related service firms had to ramp up to meet the demand. We are now seeing that

			the market has matured and the demand has lessened - and while it remains strong, we don't expect to see the kind of growth in the profession we saw during that ten year period.
			It bears repeating that a majority of our students are business majors, and Acct 1A and 1B are part of the core curriculum of a business degree. Our program will enjoy any increase in enrollment the Business Department has but will suffer when enrollment drops for them as well.
I.C.2	CTE Programs: Labor Market Demand and Industry Trends:	Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. 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. California EDD LMI Info: https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj	We believe that continuing to engage our efforts to provide accounting career education in line with the CPA requirements in addition to providing the traditional core curriculum is the best course in serving students at our institution. While we have experienced an enrollment decline that is higher than the college enrollment decline over the past five years , the department sees a possible path to growth in increasing our focus on advanced courses for students looking to enter and train for the accounting (and related) professions.
I.D.1	Academic Services and Learning Resources: # Faculty Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide	N/A

		number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.							
I.D.2	Academic Services and Learning Resources: # Students Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	N/A						
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	N/A						

I.E.1	Full Time Faculty (FTEF)	For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:		2016-17	2017-18	2018-19	2019-20	2020-21	5-yr %Inc
			Full Time Load	6.1	6.5	5.5	4.2	5.1	-16%
			Full Time %	41.80%	45.00%	43.50%	32.00%	38.00%	-9%
			Overload	2.8	3	3.2	2.6	1.7	-40%

		https://www.deanza.edu/ir/program-review.20-21/index.html .	**Overload %**	18.90%	20.60%	24.70%	19.80%	12.40%	**-34%**
			Part Time Load	5.7	5	4	6.3	6.7	16%
			Part Time %	39.30%	34.40%	31.80%	48.20%	49.60%	26%
			Total FTEF	14.6	14.5	12.7	13.1	13.4	**-8%**
			3 of the full-time faculty are on reduced load of .666 or less.						
I.E.2	# Student Employees	If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years.	N/A						
I.E.3	Full Time Load as a %	State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. https://www.deanza.edu/ir/program-review.20-21/index.html or access within the program review tool.	38%						
I.E.4	# Staff Employees	If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.	N/A						
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program	We lost two full time faculty in 2018-2019. We have increased our use of part-time adjunct instructors. 3 of the full-time faculty are on a reduced load of .666 or less (2 article 18 and 1 medical)						

		have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges? (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.)	
	Enrollment		
II.A	Enrollment Trends	What changes in enrollment have you seen in the last three years? Refer to https://www.deanza.edu/ir/program-review.20-21/index.html or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends?	Our overall enrollment dropped by 7.3%, while the college's enrollment dropped by 8.1% in the last 5 years. There was a drop in 2020-2021 due to the pandemic. Our college, like all CCCs, followed the lockdown protocols as mandated by the Governor of California. We have focused our efforts on offering coursed in different modalities, offering late start courses, providing student information, and creating awareness of the various career and academic opportunities, in particular by inviting firms, the Big 4, to provide information to our students about their opportunities for internships.
II.B.	Enrollment Trends for disproportionately impacted student groups	Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans	Our course success rates for African American, Latinx, and Filipinx students increased in 2020-2021 to 75% rate from 66% in 2019-2020. The success rates in previous years were lower with 2018-2019 showing a success rate of 61%. We attribute our success rate strategies to our very diverse faculty who are from different backgrounds with different industry experience. Our department orientation events include inclusion activities such as giving students all the information they need to succeed as well as meeting the instructors and availability to answer students' questions.

		1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups? Are there other trends that you see when drilling into the data that may be important to explore?	
II.C.	Overall Success Rate	What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates. 1. What could be factors that influence success rates? Please refer to: https://www.deanza.edu/ir/program-review.20-21/index.html 2. What strategies does your department have in place to increase or maintain current success rates?	The success rates show increases each year. Reasons for this increase include providing more information on tutoring and the early alert system which gives instructors and students and opportunity to manage any concerns early in the quarter. We believe that continuing to engage our efforts to provide accounting career education in line with the CPA requirements in addition to providing the traditional core curriculum is the best course in serving students at our institution.
II.D.	Success, Non-Success and Withdraw	Using the Disproportionate Impact Tool within the Program Review Tool explore differences in success rates by ethnicity,	Based on the data from Summer 2021 to Winter 2022 the student groups experiencing disproportionate impact with a negative percentage point gap were Latinx, 12 percentage points, and African American and Pacific Islander, 11 percentage points.

	Rates for disproportionately impacted student groups	gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group): 1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences? What strategies might be helpful in closing gaps in successful course completion?	Low-income students experienced negative impact of 8 percentage points. 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 were provided information to apply for emergency funds 3. Following up with the Early Alert System to help students falling behind.
II.E.	Changes Imposed by Internal/External Regulations	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.)	Our department gravitated to 100% online as soon as the pandemic hit. We offer more than 50% of our online courses synchronously and will be increasing our face-to-face courses this Fall 2022.
	Equity	In order to meet the goals within our State Equity Plan, Institutional Metrics, and Educational Master	We have continued to implement the strategies we set forth last year - particularly partnering with the Tutorial Center and utilizing the PWC Career nights as a showcase for opportunities in our discipline. Our success rate for

		[Plan,](#) the following section asks you to reflect on questions focused on student equity to help inform our goals.	our targeted population has increased in the current reporting year, and based on our SLO analysis, it appears that the use of the Tutorial Center may be one of the key reasons. We plan to continue those efforts with the goal that we achieve a success rate similar to our overall population.
III.A.	Equity Plans for groups other than the acknowledged disproportionately impacted groups	Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for.	We provided information to all students about emergency funds for internet and technology support.
III.B.	Program Success	Describe any events/program changes/successes that you would like to share relative to your equity efforts?	We continue with our efforts to reduce the equity gap in our program. Our course success rates for African American, Latinx, and Filipinx students increased in 2020-2021 to 75% rate from 66% in 2019-2020. The success rates in previous years were lower with 2018-2019 showing a success rate of 61%.
III.C.	Equity Planning and Support	Has equity work generated any need for resources? If so, what is your request? Include staff/position needs.	We require a test integrity tool for our online exams to ensure equity among low-income students and those affluent students who are able to purchase assistance or technology for use in exams.
III.D.	Departmental Equity Planning and Progress	Identify which of the following resources you need? How would the resource help? • Professional Development – what areas? • Enhanced support for students	

		• Departmental Collaborations • Best Practices • Coaching/Consultation	
III.E.	Assistance Needed to close Equity Gap	Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success?	We are aware that more can be done to improve success and retention rates. We will offer late start courses as well as early start courses to provide students with more options.
	Assessment Cycle	Navigate to https://www.deanza.edu/slo/ and click "TracDat is gone" which will take you to accordion listing SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division:"	Assessment Unit Details Dept - (B/CS) Accounting # Courses/Services in Assessment Unit : 18 # Courses/Services without Student Learning Outcomes (SLOs) : 0 Courses/Services without Student Learning Outcomes (SLOs) : None # Courses/Services Assessed in any Program Review Reporting Year selected : 17 # of Courses/Services Assessed in 2011-2012: 1 # of Courses/Services Assessed in 2012-2013: 3 # of Courses/Services Assessed in 2009-2010: 1 # of Courses/Services Assessed in 2013-2014: 6 # of Courses/Services Assessed in 2014-2015: 4 # of Courses/Services Assessed in 2015-2016: 6 # of Courses/Services Assessed in 2016-2017: 8 # of Courses/Services Assessed in 2018-2019: 4 Courses/Services Assessed in any Program Review Reporting Year selected : 94.4
IV.A	SLOAC Summary	Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022..	
IV.B	Assessment	List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed	We have completed SLO assessment on three courses, ACCT 1A, 1B and 1C.

		by the conclusion of 2021-22 academic year.	
	Resource Requests		
V.A	Budget Trends	Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with (e.g. COVID demands) upon the program and/or its ability to serve its students. If you don't work with budget, please ask your Division Dean to give you the information.	We are requesting a test integrity tool. We are requesting additional faculty to compensate for the 3 faculty on reduced load. There of them have exemptions to work remotely and we need faculty to share the load and committee work. See the resource allocation request for additional resource requests.
V.B	Funding Impact on Enrollment Trends	Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information:	Over the past 5 years we have lost two full time faculty to retirement. Currently 3 of our 6 full time faculty are on Article 18. The economic situation facing our district is not good. High inflation rates are making it more difficult to attract instructors. We think it is essential for the district to maintain faculty salary parity with cost-of-living increases.
V.C.1	Faculty Position(s) Needed	Describe each request as: "Replace due to Vacancy", "Growth", or if none state "None Needed Unless Vacancy"	One additional full-time faculty
V.C.2	Justification for Faculty Position(s):	Do you have assessment data available to justify this request for a faculty position? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this	We are requesting additional faculty to compensate for the 3 faculty on reduced load. There of them have exemptions to work remotely and we need faculty to share the load and committee work.

		need. If not, provide other data to support this need.	
V.D.1	Staff Position(s) Needed	Choose: "Replace due to Vacancy", "Growth", "None Needed Unless Vacancy" Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.	Two T.A.s (tutors)
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.	, we would like to reduce our equity gap. Having TAs will help us provide a greater level of assistance to the targeted groups.
V.E	Equipment Requests	List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns.	At least one accounting computer ab in L8 with LanSchool on each computer and some accounting software such as QuickBooks. For additional requests, see Resource Allocation Requests
V.F	Facility Request	List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	Set infra structure needed for at least one computer lab in L8 For additional requests, see Resource Allocation Requests
V.G	Other Needed Resources	List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	Annual Accounting membership For additional requests, see Resource Allocation Requests

V.H.1	Staff Development Needs	Based on what you have written above, what professional development support/resources do you need to achieve your goals?	Faculty are aware of areas they require support in and our dean and the PD office will work with individual faculty to help them with professional development needs.
V.H.2	Staff Development Needs Justification	Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need.	
VI.	Closing the Loop	Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year	Attempt to experiment with various assessment tools. Direct students to available resources Use the early alert system
	Submitted by:	APRU writer's name	Lydia Botsford
	Last Updated:	Give date of latest update	May 22, 2022