

## Acct

1. Program Mission Statement: 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.
  
2. I.A.1 What is the Primary Focus of Your Program?: Transfer
3. I.A.2 Choose a Secondary Focus of Your Program?: Career/Technical
4. I.B.1 Number Certificates of Achievement Awarded: 12
5. I.B.2 Number Certif of Achievement-Advanced Awarded: 24
6. I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:
7. I.B.4 # AA and/or AS Degrees Awarded: 35
8. I.C.1. CTE Programs: Impact of External Trends: According to the Bureau of Labor Statistics (BLS) "employment of accountants and auditors is projected to grow 11 percent from 2014 to 2024, about as fast as 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." (US Dept of Labor website - Occupational Outlook Handbook- Accountants and Auditors, March 2017).

Given that the economy in the Bay Area is fairly strong, we believe demand should remain high, despite the apparent drop of traditional college age students in the area we serve.

It should be noted that a majority of our students are business majors, and Acct 1A and 1B are part of the core curriculum of a business degree. So our program is closely aligned to the business transfer major in addition to the accounting major.

9. I.C.2 CTE Programs: Advisory Board Input: The advisory board has been very encouraging of our efforts to provide accounting career education in line with the CPA requirements in addition to providing the traditional core curriculum.

Despite the drop in enrollment, as noted earlier, our numbers over the past several years are strong and that is primarily because the accounting profession is an attractive, in-demand, industry. This has continued since the last time we went through program review and remains consistent as of March, 2017.

10. I.D.1 Academic Services & Learning Resources: #Faculty served:
11. I.D.2 Academic Services & Learning Resources: #Students served:
12. I.D.3 Academic Services & Learning Resources: #Staff Served:
13. I.E.1 Full time faculty (FTEF): 13.9
14. I.E.2 #Student Employees:
15. I.E.3 % Full-time : Our full-time % is up to 37.6% from 36.2% in 2014-15 and 33.4% in 2013-14
16. I.E.4 #Staff Employees:
17. I.E.5 Changes in Employees/Resources:
18. II.A Enrollment Trends: Our enrollment is down 11.4% from 2014-15 and we attribute the drop to the effects of the Sarbanes Oxley bill enacted approximately 10 years ago which spiked enrollments through 2012-13. Demand has leveled off somewhat making accounting/auditing slightly less in demand than in earlier years. Additionally, the 2009-2012 recession had a positive impact on our enrollment where we had a high number of students seeking job skills.

We are working to increase enrollment by having streamlined our certificates and degrees, providing more choice for students in their course load and we have expanded our online offerings - particularly in our advanced courses.

19. II.B.1 Overall Success Rate: Our success rate has been consistent over the past several years at 74% - we are down slightly at 73% for 2015-16
20. II.B.2 Plan if Success Rate of Program is Below 60%: Our overall success rate is running at 73% as of the 15-16 year
  
21. II.C Changes Imposed by Internal/External Regulations: Our primary focus is our core transfer curriculum - Acct 1A, 1B and 1C where we must stay in line with the CSU and UC institutions. We are up to date with the Transfer Curriculum and worked with the Articulation Office to respond to those needs during this recent period.

Our secondary focus, but very critical to our numbers and success, are the courses

needed to qualify to sit for the Uniform Certified Public Accounting Exam. We have become an important resource for students in the community needing those courses. Recently, the California State Board of Accountancy changed the course requirements - increasing the need for accounting and business units and requiring an Ethics course as part of the new model. We are working with the Business Department to ensure we can satisfy as many of those requirements as possible.

This academic year we updated and restructured the tax courses - going from three - four unit courses to two five unit courses and have offered them online as well as in the traditional format.

We offered the Forensic Accounting course online this term for the first time and will be offering Accounting Ethics online in the Fall

We think offering more of our advanced courses online should have a positive enrollment effect.

## 22. III.A

Growth and Decline of Targeted Student Populations: Our targeted student population during the past four years has increased slightly (1180 students in 2012-13 with 1198 students in 2015-16). This is during the time that our overall population dropped by 11.4% - so a positive sign for our program is the net increase of the targeted population of students during a period of decline in in overall population.

## 23. III.B

Closing the Student Equity Gap: In analyzing our Program Review data, we determined that our first course, Accounting 1A, has the lowest success rates for the overall population 67% and for our targeted population as well (57%). Accounting courses in general, tend to have a heavier than average workload for students combined with a need of basic math skills in order to navigate the material. Anecdotally, we find that students often fail because of poor time/task management. Going forward we plan to implement the following in our Accounting 1A courses in the first week:

- Have the students complete an informal time management exercise to determine if their class/job workload is reasonable.
- Assess basic math skills.
- Utilize and recommend the Tutorial Center in the first week of the term.
- Advocate that students attend the PWC recruiting seminars that are held each

term to hear of the kind of skills and commitment needed to succeed professionally from former DeAnza students now working in public accounting. In the past, these PWC reps have been former DeAnza students and in many cases, have come from our targeted population – so they are excellent role models for our current students

24. III.C Plan if Success Rate of Targeted Group(s) is Below 60%: We plan to implement the plan described in III b above in Spring 2017 and have it fully implemented in all 1A classes by Fall 2017.
25. III.D Departmental Equity Planning and Progress: We are encouraged by the increase in our targeted students despite declining enrollments over the past few years and plan to utilize the PWC recruiting as a key tool in increasing our numbers and success.
26. IV.A Cycle 2 PLOAC Summary (since June 30, 2014): We have assessed 100% of our PLO statements
27. IV.B Cycle 2 SLOAC Summary (since June 30, 2014): All major transfer courses (Acct 1A, 1B and 1C) plus the bulk of our popular courses (Acct 51A, 51B 52,66,67A,67B,68,75,86,87AH,AI,AJ)– fifteen total courses to date. We still have four courses (Acct 64,73,88,105) to complete which we expect to have.
28. V.A Budget Trends: TThe Accounting Department continues to be a robust, key program within the Division and the institution. Our headcount was 5285 in 2015-16 with productivity of 596 – significantly higher than the campus productivity average of 526 – so despite our enrollment drop, we have remained productive and have managed our course offerings accordingly.

We need to keep our faculty up to date with this ever-changing profession. With that in mind, many of our full-time faculty are interested in conferences and training in technology used in accounting and will seek funds for that purpose

29. V.B Funding Impact on Enrollment Trends:
30. V.C.1 Faculty Position(s) Needed: None Needed Unless Vacancy
31. V.C.2 Justification for Faculty Position(s):
32. V.D.1 Staff Position(s) Needed:
33. V.D.2 Justification for Staff Position(s)::

- 34. V.E.1 Equipment Requests:
- 35. V.E.2 Equipment Title, Description, and Quantity: We need approximately \$1500 worth of updates for our subscriptions to computerized accounting services.
- 36. V.E.3 Equipment Justification: We rely heavily on the internet and computer images in our instruction and having reliable equipment is crucial to our mission.

In order to remain updated about the profession we need to subscribe to the American Acct Association Profession Updates.

- 37. V.F.1 Facility Request: A couple of our Acct rooms - L-81 and L-84 still have the old chalkboards. A number of our faculty utilize the boards heavily and we would like new white boards installed.
- 38. V.F.2 Facility Justification:
- 39. V.G Equity Planning and Support:
- 40. V.H.1 Other Needed Resources: We utilize the Tutoring Center heavily and are very involved with them for supplemental instruction and support any calls for additional funds for that resource
- 41. V.H.2 Other Needed Resources Justification:
- 42. V.J. "B" Budget Augmentation: It appears we have lost the printing fees for our program. Accounting requires a high number of handouts and a significant amount of printing (by faculty and students) as part of the course work. We worry our targeted students, who often need to print at DeAnza, as opposed to those who print assignments at home, will be harmed by our lack of materials fees – which covered those costs in the past.

We also need continual budget for our hardware, software needs on an ongoing basis.

- 43. V.K.1 Staff Development Needs: We continue to seek funds for conferences as well as funds for technology training to stay current with the profession for our full-time faculty.
- 44. V.K.2 Staff Development Needs Justification:

45. V.L Closing the Loop: We continue to assess annually, working with the four-year schools, maintaining currency in our profession and continuing the success of our transfer students- many of whom now come back and recruit for their firms.
46. Submitted by: Michael Gough  
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47. Last Updated: 03/09/2017
48. APRU Complete for 2016-17: Yes
49. #SLO STATEMENTS Archived from ECMS: