Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
  - Committee contacts:
    - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
    - Division representatives on the Program Review and Planning Committee
  - Office of Institutional Effectiveness

SUBMISSION:

Program: Division: Date:

☐ We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

☑ We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature: Brandon Tran   Printed Name: Brandon Tran

Date: 11/27/2023

Dean Signature: Carlos Ayon   Printed Name: Carlos Ayon

Date: 11/27/20203

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

    Based on the data provided by Office of Institutional Effectiveness (OIE), our average course success rate is 59.7% which is slightly lower than the institution-set standard of 62.0% and above. Our average course completion rate is 76.9% which is slightly higher than the institution-set standard of 74.1% and above.

Completion Set Standard	Completion Aspirational Goal	Success Set Standard	Success Aspirational Goal
74.1%	86.7%	62.0%	78.3%

Course Success and Completion by Program

Subject	Enrollments	Avg. Success	Success Standard	Avg. Completion	Completion Standard
ACCT	2,034	59.7%	Below Standard	76.9%	+

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

    Our program completion rates meet the standard but our program success rates do not meet the standard. It is mainly because more than half of our courses are being offered online. Here are some reasons why in-person accounting classes have higher success rate:

    o   **Immediate Feedback:** In a traditional accounting classroom setting, students can receive immediate feedback from instructors during lectures or discussions. This immediate interaction can be valuable for clarifying concepts and addressing questions promptly.

    o   **Structured Environment**: In-person classes often provide a structured learning environment with set schedules, regular class meetings, and face-to-face interactions. This structure may help some students stay organized and focused on their studies.

    o   **Classroom Interaction:** In a physical classroom, students have the opportunity for real-time interactions with instructors and peers. Group discussions, question-and-answer sessions, and collaborative activities contribute to a dynamic learning environment.

    o   **Social Learning:** Accounting, like many subjects, can benefit from social learning experiences. In-person classes provide students with the chance to engage in discussions, group projects, and networking opportunities, fostering a sense of community.

    o   **Hands-On Learning**: Some accounting concepts may involve hands-on activities or case studies that are easier to facilitate in person. In-person classes may provide better opportunities for practical application of accounting principles.

However, we recognize that the success of a course, whether online or in-person, depends on various factors and we are continually improving the success of our online courses by employing the following strategies:

- **Improve Course Design**: consider the needs of diverse learners and incorporate effective instructional strategies.

- **Technology Integration:** we effectively integrate technology and virtual learning tools to enhance the learning experience.

- **Increase Student Engagement:** the level of student engagement and motivation is crucial for success so we will encourage students to be proactive in their learning and time management.

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?

   Assessments of CSLOs are designed to evaluate the courses and programs. Objectives represent the individual components of the course, while the CSLOs represent the result of those components. Objectives are the stepping stones; CSLOs are the destination, or what students take away from the course.

   The accounting department uses eLumen to assess the CSLO's at the course level. The CSLO's are mapped the PSLOs and the PSLOs are mapped to the ISLOs.

2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?

   The SLO data show significant achievement gaps among Filipino and the Hispanic groups for the following ISLOs:

   Does not meet expectations:
   ISLO: Communicate clearly and appropriately for a variety of purposes and audiences.
   Filipino 37.5%
   Hispanic 13.56%

   ISLO: Analyze and synthesize data/information in a variety of forms (numerical, textual, graphic) for the purpose of interpretation, problem-solving, and decision-making.
   Filipino 24.14%
   Hispanic 19.08%

   ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.
   Asian 25%
   Filipino 25%
   Hispanic 27.08%

   ISLO: Interpret, appreciate, and create artistic forms of knowledge and expression.
   All groups meet expectation.

ISLO: Articulate personal values and goals as well as explain the skills, mindsets, and behaviors necessary to achieve well-being and professional success.
Filipino 24.14%
Hispanic 19.08%

The above analyses indicate, except for one ISLO the Filipino and Hispanic students show significant achievement gaps among demographic groups in the accounting program. The accounting program can encourage the Filipino and the Hispanic students to utilize the campus tutoring programs to close the gap. The accounting tutoring services are often underutilized. The students may feel intimidated and uncomfortable using the tutoring services. Accounting instructors should encourage students by helping them feel comfortable using the service, communicate the benefits using the tutoring service and give incentive to students that attend tutoring sessions.

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?
2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?
   - Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.
3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?

Accounting Department Request:

1. **Personnel Request – Two (2) Full-Time Faculty**

The Accounting Department at our college offers a diverse curriculum with fourteen distinct courses. Each semester, we consistently offer four courses, while an additional ten are available once annually. Our department is particularly known for our comprehensive 5-unit courses in Financial and Managerial Accounting. These courses are in high demand, filling up fourteen and seven sections of 40 seats each, respectively, every semester.

Recently, we faced a significant challenge when one of our full-time instructors departed in January 2023. This has left our four remaining full-time faculty members with an average course load of 24.5 units, necessitating increased reliance on adjunct faculty. This current arrangement, however, is not sustainable. Several faculty members are seeking reduced loads for the upcoming academic year, and one is planning to retire after the 2024-2025 academic year.

Our course offerings are critical in supporting various educational and professional needs. They enable business and accounting majors to transfer credits effectively, provide vital knowledge to entrepreneurs in small business and computerized accounting, offer continuing education for accounting professionals, and fulfill the minimum educational requirements for the California Uniform Accounting Exam for aspiring CPAs.

To maintain our current level of service and educational quality, it is essential to hire two new full-time instructors. The need for additional faculty has become more acute following two recent retirements and a mid-year resignation. Currently, our team comprises only four full-time faculty members, with one more scheduled to retire within a year.

We have determined a competitive salary range for each new faculty position, which will be between $84,277 and $100,547. This range is based on the candidate's experience and is aligned with the district's salary schedule, effective from July 1, 2023. The timely hiring of these new instructors is crucial for the continued success and sustainability of our Accounting Department.
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2. **Fullerton College Accounting Pathway (FCAP) Request**

The Fullerton College Accounting Pathway (FCAP) represents an innovative collaboration with Cal State Fullerton. This partnership facilitates a seamless educational journey for students, beginning with earning an Associate in Science in Business Administration Degree (AS-T) at Fullerton College. Subsequently, students have the opportunity to transfer to Cal State Fullerton to pursue a Bachelor of Arts in Business Administration, specializing in accounting. Moreover, Cal State Fullerton offers the possibility for these students to advance into their Master of Science in Accountancy or Master of Science in Taxation programs. Achieving these academic milestones enables students to fulfill the California State Board of Accountancy's educational requirement of 150 total semester units. According to salary.com, accounting graduates in California with a Bachelor's degree can expect an average starting salary of around $65,000, which increases to approximately $72,000 with a Master's Degree.

The Business Division at Fullerton College takes pride in being a major contributor to the college's academic success, annually attracting the highest number of students and awarding the most degrees. To sustain and enhance this achievement, the Division is committed to innovating and providing more comprehensive guidance to students within the accounting pathway. Our goal is to increase the completion rates of degrees and certificates and develop effective strategies to enhance and support our students' future careers. The Division is immensely thankful for the ongoing support from Fullerton College's leadership, including the

President, Vice President of Instruction, and the Dean of Business/CIS, in these endeavors.

Below please find the detail list of item for each type of resource request:

- Equipment:
    - Lab station desk/chair = $2,600
    - Secure storage cabinets = $2,500
    - Network printers = $3,000
    - Toner/Printer Supplies = $3,500
    - Overhead LCD Projector = $6,500
    - **TOTAL = $18,100**
- Supplies
    - General Ledger/Trial Balance/Book/Instructional Supplies = **$5,000**
- Computer Hardware
    - 5 Macbook 13' @ $1,187 = $5,935
    - 5 HP Laptops @ $912 = $4,560
    - 5 Apple IPAD @ $879 = $4,395
    - **TOTAL = $14,890**
- Computer Software
    - Accounting Software and Database = **$3,500**
- Training
    - Non-faculty Professional Experts (1) 48 weeks @ 3 hours x $55 = $7,920
    - Faculty Professional Experts (1) 48 weeks @ 3 hours x $55 =$7,920
    - Hourly – Clerical (1) 48 weeks @ 3 hours x $15.50 = $2,232
    - **TOTAL = $18,072**
- Other
    - Contracted Services (Computer and online content) = $5,000
    - Consultant Services (Accounting Industry Leader) = $4,000
    - Professional Development and Conference = $4,000
    - Marketing Materials = $5,000
    - **TOTAL = $18,000**

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel	Approx. $200,000	
Facilities		
Equipment	$18,100 (FCAP)	Program Review
Supplies	$5,000 (FCAP)	Program Review

Computer Hardware	$14,890 (FCAP)	Program Review
Computer Software	$3,500 (FCAP)	Program Review
Training	$18,072 (FCAP)	Program Review
Other	$18,000 (FCAP)	Program Review
Total Requested Amount:	$277,562	