



Fullerton College

Self-study for Accounting Program 2025

Section 1: Introduction

1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Accounting Department at Fullerton College equips students with the technical knowledge, analytical skills, and ethical foundation necessary for success in today's dynamic financial environment. Our program prepares students for immediate employment, career advancement, or seamless transfer to four-year universities through a curriculum that emphasizes applied learning, critical thinking, and professional integrity.

Serving as a vital link between education and the business community, the Accounting Department helps students develop real-world competencies in financial reporting, taxation, auditing, managerial accounting, and computerized accounting systems. Through project-based learning, case studies, and engagement with local employers, students gain hands-on experience that directly translates to the workplace.

We currently offer the Associate in Science in Accounting and the Accounting Associate in Science for Transfer (A.S.–T.), along with several specialized Certificates in Accounting, Bookkeeping, and Tax Preparation. Collectively, our courses serve more than 1,700 students annually across day, evening, and online formats, supporting flexible access for learners from diverse backgrounds and career stages.

Aligned with Fullerton College's Mission, the Accounting Department advances student learning and achievement by creating clear, stackable educational pathways that promote access, equity, and excellence. Our inclusive and student-centered approach fosters a sense of belonging, responsibility, and professional ethics—core values essential to individual empowerment and community prosperity.

We uphold the College's Core Values by removing barriers to participation, offering multiple learning modalities,

and building partnerships with industry professionals, professional associations, and transfer institutions. These efforts ensure that students are not only prepared for employment but also for lifelong growth in a rapidly changing financial and regulatory landscape.

Ultimately, the Accounting Department embodies Fullerton College's commitment to transforming lives through education, empowering students to master the language of business and to lead with integrity in their professions and communities.

Section 2: Students

2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

The Accounting Department at Fullerton College serves a highly diverse student body that reflects both the College's service area and the regional workforce it supports. Based on data provided by the Office of Institutional Effectiveness (OIE) for academic years 2020–2025, the largest demographic group in our program is Latina/o/x/e students, representing approximately 50–56% of total enrollments. White students comprise approximately 12–15%, Asian students account for 18–22%, and Black/African American students make up about 2–3% of enrollments. Students identifying with two or more races represent an additional 8–11% of our student population.

This demographic diversity aligns closely with the College's mission to provide equitable access and foster student success across all communities. The continued growth in Latina/o/x/e student participation suggests that departmental initiatives—such as bilingual student support, culturally responsive instruction, and partnerships with organizations like the Accounting Society and MESA (Mathematics, Engineering, Science Achievement)—are contributing to more inclusive engagement and persistence.

Underrepresented Groups:

Despite overall improvements in access, Black/African American and Asian students remain proportionally underrepresented compared to district and county demographics. The department is actively addressing this through targeted outreach efforts, including collaborations with student organizations (e.g., Accounting Society, Puente, and Umoja), partnerships with professional accounting associations, and community-based events that promote accounting as a high-opportunity career path. Faculty also integrate diverse professional role models and guest speakers into courses to increase visibility and relevance for underrepresented groups.

Changes Over Time:

Over the past five years, the demographic profile of the Accounting program has become more representative of the broader student body at Fullerton College. Female participation has gradually increased, now comprising approximately 42–44% of total enrollments, while male students represent around 52–54%. Approximately 4–5% of students identify as non-binary or prefer not to state. This steady trend toward gender balance reflects the

department’s efforts to challenge stereotypes about accounting as a male-dominated field through mentorship, inclusive course materials, and professional development activities.

Overall, the Accounting Department continues to make progress toward equity and inclusion by creating welcoming pathways for all students—especially those from historically underrepresented communities—thereby strengthening alignment with Fullerton College’s mission of transforming lives through equitable education and career preparation.

Reset Filters

Headcount by Ethnicity and Gender

Return

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Gender	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	812	44%	658	44%	665	43%	687	42%	776	44%
Male	933	51%	773	51%	799	52%	881	54%	917	52%
Unknown	95	5%	78	5%	77	5%	74	5%	67	4%
Total	1,840	100%	1,509	100%	1,541	100%	1,642	100%	1,760	100%

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Ethnicity	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
American Indian or Alaska Native	2	0%	1	0%	2	0%	2	0%	1	0%
Asian	399	22%	301	20%	276	18%	324	20%	315	18%
Black or African American	50	3%	42	3%	35	2%	46	3%	31	2%
Latina/o/x/e	926	50%	776	51%	828	54%	883	54%	987	56%
Native Hawaiian or Other Pacific Islander	7	0%	3	0%	8	1%	3	0%	8	0%
Two or more races	148	8%	131	9%	129	8%	172	10%	186	11%
Unknown	30	2%	26	2%	34	2%	25	2%	25	1%
White	278	15%	229	15%	229	15%	187	11%	208	12%
Total	1,840	100%	1,509	100%	1,541	100%	1,642	100%	1,760	100%

2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Between 2020 and 2025, the Accounting Department has maintained strong and gradually increasing enrollment, reinforcing its standing as one of Fullerton College’s most robust and in-demand academic programs. This sustained interest reflects the department’s responsiveness to student needs, labor market trends, and transfer requirements within the broader field of business education.

At the course level, ACCT 101AF – Financial Accounting continues to serve as the department’s cornerstone gateway course, enrolling more than 1,200 students in 2025. This course consistently attracts both transfer-oriented students pursuing business or accounting degrees and career-focused learners seeking to strengthen their understanding of financial principles, reporting, and decision-making.

ACCT 101BF – Managerial Accounting has also demonstrated notable growth, enrolling over 560 students in 2025. Increased interest in this course is driven by the rising emphasis on financial literacy, and data-informed

management,—skills that are increasingly valued across industries.

Overall, enrollment patterns between 2022 and 2025 indicate a sustained student preference for career-relevant, transferable, and flexible business education. The greatest growth has occurred in courses that emphasize applied financial skills, problem-solving, and strategic decision-making, underscoring the department’s alignment with Fullerton College’s mission to promote workforce readiness, economic mobility, and equitable access to opportunity.

These steady trends also reflect the department’s efforts to expand online offerings, strengthen partnerships with regional employers, and integrate real-world accounting applications into the curriculum—all of which contribute to continued enrollment stability and student success

Reset Filters

Headcount by Ethnicity and Gender

Return

Term

All ▼

Course

ACCT 101AF ▼

Age

All ▼

Sexual Orientation

All ▼

First Gen

All ▼

Black (Inclusive)

All ▼

Native American

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Gender	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	485	43%	387	41%	415	43%	450	41%	525	44%
Male	592	52%	511	54%	512	53%	601	55%	636	53%
Unknown	58	5%	45	5%	34	4%	34	3%	42	3%
Total	1,135	100%	943	100%	961	100%	1,085	100%	1,203	100%

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Ethnicity	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
American Indian or Alaska Native	2	0%	1	0%	2	0%	1	0%	1	0%
Asian	224	20%	176	19%	156	16%	206	19%	201	17%
Black or African American	31	3%	23	2%	22	2%	27	2%	25	2%
Latina/o/x/e	580	51%	506	54%	536	56%	587	54%	690	57%
Native Hawaiian or Other Pacific Islander	5	0%	3	0%	4	0%	1	0%	5	0%
Two or more races	95	8%	78	8%	82	9%	124	11%	117	10%
Unknown	15	1%	18	2%	22	2%	19	2%	20	2%
White	183	16%	138	15%	137	14%	120	11%	144	12%
Total	1,135	100%	943	100%	961	100%	1,085	100%	1,203	100%

Reset Filters

Headcount by Ethnicity and Gender

Return

Term

All ▼

Course

ACCT 101BF ▲

Select all

ACCT 100 F

ACCT 101AF

ACCT 101BF

ACCT 107 F

ACCT 110 F

ACCT 201AF

Black (Inclusive)

All ▼

Native American

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Gender	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	283	42%	212	41%	195	39%	193	39%	232	41%
Male	360	53%	281	54%	280	56%	293	58%	317	56%
Unknown	35	5%	23	4%	28	6%	15	3%	17	3%
Total	678	100%	516	100%	503	100%	501	100%	566	100%

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Ethnicity	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Asian	162	24%	123	24%	114	23%	114	23%	126	22%
Black or African American	11	2%	13	3%	7	1%	11	2%	6	1%
Latina/o/x/e	330	49%	254	49%	255	51%	259	52%	289	51%
Native Hawaiian or Other Pacific Islander	1	0%					3	1%	2	0%
Two or more races	51	8%	47	9%	44	9%	52	10%	67	12%
Unknown	16	2%	5	1%	11	2%	6	1%	8	1%
White	107	16%	74	14%	69	14%	57	11%	68	12%
Total	678	100%	516	100%	503	100%	501	100%	566	100%

3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

The Accounting Department continuously evaluates and adjusts its course offerings to ensure that student needs are met and that courses remain accessible, efficient, and aligned with both transfer and workforce requirements. Department faculty regularly review data from the Office of Institutional Effectiveness (OIE) dashboards and student success metrics to guide scheduling decisions and instructional planning.

Modality:

Accounting courses are offered in a variety of formats—including day, evening, and fully online—to meet the diverse scheduling needs of students. Flexible modalities are particularly important for working adults and returning students, enabling broader access to accounting education. The department has also expanded asynchronous and short-term course options in response to student feedback emphasizing the need for flexibility and accelerated pathways to completion.

Scheduling:

Course offerings are strategically planned each semester to balance access and efficiency. High-demand courses such as *ACCT 101AF – Financial Accounting* and *ACCT 101BF – Managerial Accounting* are scheduled across multiple time blocks and modalities to accommodate enrollment growth.

Student Feedback:

The department actively incorporates student and faculty feedback—gathered through course evaluations—to identify areas for improvement in course delivery, pacing, and support. This feedback has informed adjustments such as adding tutoring, increasing evening sections, and developing clearer sequencing for accounting certificate completion.

Through these ongoing monitoring and revision practices, the Accounting Department ensures that its programs remain accessible, relevant, and responsive to changing student needs and industry expectations—fully supporting Fullerton College's strategic objectives for Access, Equity, and Success.

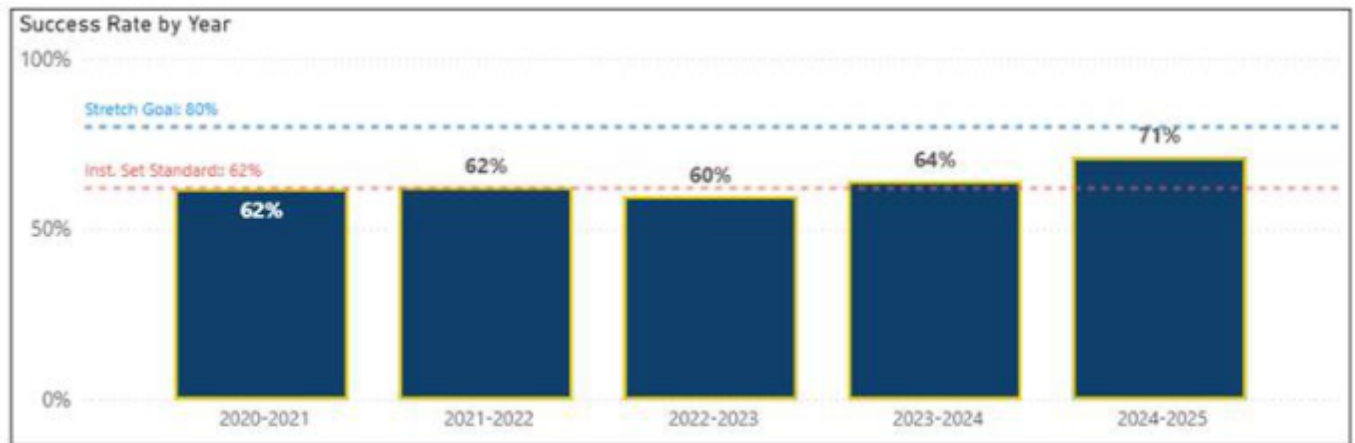
2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

Based on data from the Office of Institutional Effectiveness (OIE) Program Review Dashboard, student achievement in the Accounting program has demonstrated steady growth over the past five years. Course success rates increased from approximately 62% in 2020–21 to 71% in 2024–25, reflecting a nine-percentage-point improvement. This positive trend corresponds with post-pandemic recovery in student engagement and the department's focused efforts to enhance teaching effectiveness through active learning strategies, project-based assessments, and real-world accounting applications.

These instructional innovations have contributed to improved student performance and persistence, aligning

with the college's broader goals of equitable access, retention, and completion across business education programs.

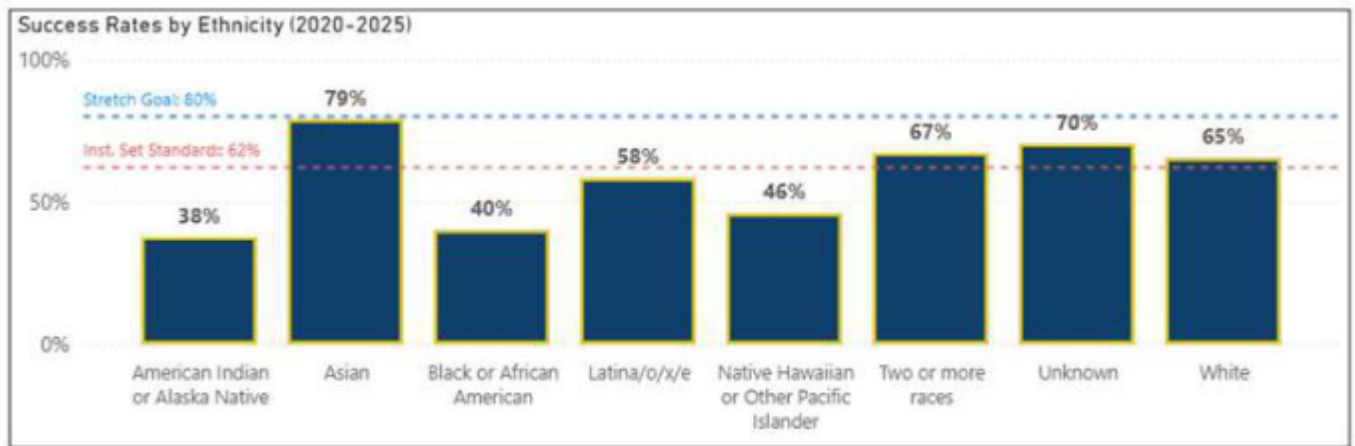


2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

While overall course success rates have improved, equity gaps persist among certain student populations in Accounting. Over the five-year period, Latina/o/x/e student success averaged 58% and Black/African American student success averaged 40%, compared with 65% for White students and 79% for Asian students, falling below the institutional benchmark of 62%.

Contributing factors likely include work and family responsibilities, as well as limited access to technology during the transition to remote learning. In response, the Accounting Department has implemented several targeted initiatives, including:

- Embedded tutoring to provide accessible academic support.
- Intentional outreach and engagement with students, emphasizing mentorship, inclusion, and a sense of belonging for underrepresented students.
- These ongoing efforts have contributed to meaningful progress—particularly among Latinx students, whose course success has risen by eleven percentage points since 2021, demonstrating the positive impact of sustained equity-focused interventions.



3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

At this time, the Accounting Department does not have sufficient data to determine whether specific student groups are underrepresented among degree and certificate completers compared to overall program enrollment. While initial trends suggest that completion numbers remain modest across all groups, the current dataset is too limited to draw reliable conclusions about equity gaps.

To improve future analysis, the department plans to collaborate with the Office of Institutional Effectiveness (OIE) to obtain more detailed demographic and longitudinal completion data. This will allow for clearer identification of trends and potential disparities.

In the meantime, the department remains committed to increasing overall degree and certificate attainment by:

- Promoting program awareness in introductory courses such as ACCT 101A and
- Strengthening coordination with counseling and career services to guide students through completion pathways.

These continued efforts aim to support all students in progressing from course success to program completion while building a stronger foundation for future equity-focused evaluation.

4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

The average time to graduation for Accounting students is approximately 5.30 years, which exceeds the ideal two-year pathway. This extended timeframe is largely due to part-time enrollment patterns and employment commitments, as many students balance academic goals with work and family responsibilities.

To accelerate progress toward completion, the department has implemented several initiatives:

- Streamlined two-year course rotations with clearly defined prerequisite sequences;
- Block scheduling to minimize course timing conflicts;

- Expansion of all course sequences to fully online formats, enabling year-round enrollment and flexible pacing.

Together, these strategies are projected to reduce the average time-to-completion by approximately one semester for upcoming student cohorts, improving both efficiency and accessibility in the Accounting pathway.

Years to Degree Completion

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1-2 years	3	25%	2	20%	1	14%	1	20%	2	15%
3-5 years	4	33%	6	60%	4	57%	2	40%	5	38%
6 or more years	5	42%	2	20%	2	29%	2	40%	6	46%
Total	12	100%	10	100%	7	100%	5	100%	13	100%

Average Years to Graduate
(Overall)

5.30

2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

The Accounting Department maintains measurable Course Student Learning Outcomes (CSLOs) that align with essential workforce competencies, including financial analysis, ethical decision-making, communication, and technology application. CSLOs are assessed on a two-year cycle across all instructional formats—day, evening, online, and hybrid. Faculty record assessment methods, criteria, and results in the college's system and review outcomes in department meetings to guide instructional improvement.

Program Student Learning Outcomes (PSLOs) emphasize critical thinking, ethical and professional judgment, quantitative reasoning, and effective business communication—skills foundational to both transfer and accounting career pathways. PSLOs are evaluated on a three-year cycle, drawing from aggregated CSLO data and program-level artifacts such as financial statement analyses, case studies, tax simulations, and capstone projects.

The compiled results are summarized in annual program planning documents.

Integration with Planning:

Findings from SLO assessments directly inform program improvement strategies, including:

1. Targeted tutoring and embedded support in high-enrollment courses such as ACCT 101A and ACCT 101B;
2. Course delivery refinements, such as incorporating more frequent low-stakes assessments in online sections; and
3. Strategic Action Plan requests for instructional resources, simulation tools, expanded tutoring hours, and professional development focused on equitable assessment and transparent assignment design.

These processes ensure continuous alignment between learning outcomes, student achievement, and the Accounting Department's mission to prepare students for academic transfer and professional success in the accounting field.

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2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?
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Section 3: Other Areas of Program Effectiveness

Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

Since the last program review, the Accounting Department has implemented several curricular updates to better align with evolving workforce expectations and technological advancements in the field. Based on feedback from our Industry Advisory Committee, which includes local business leaders, hiring managers, and CPA professionals, the department has placed a stronger emphasis on computer proficiency, data analysis, and emerging AI applications in accounting practice.

Recent changes include:

- Integration of Microsoft Excel and data analytics projects across introductory and intermediate accounting courses to strengthen students' practical technology skills;
- Inclusion of AI and automation concepts, such as the use of intelligent accounting systems, machine learning for audit analytics, and ethical considerations in technology-driven decision-making; and
- Enhanced applied learning opportunities through case studies and simulated accounting software environments that mirror real-world business processes.

Looking ahead, the department plans to:

- Expand coursework in AI-powered financial tools, data visualization, and cloud-based accounting platforms;
- Continue embedding industry input into curriculum design to ensure our students remain workforce-ready, adaptable, and competitive in a rapidly changing accounting landscape.

These ongoing efforts reflect the department's commitment to bridging academic learning with practical industry skills, preparing Fullerton College accounting students for success in both transfer and career pathways.

2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

The Accounting Department provides students with meaningful opportunities to apply and deepen their knowledge through direct engagement with industry professionals. In collaboration with leading CPA firms and business organizations, students gain valuable exposure to real-world accounting careers and professional development pathways.

Recently, mentorship and internship opportunities were offered directly by firms such as RSM and Deloitte, which visited the Fullerton College campus to meet with students. These events allowed students to:

- Learn about different career pathways in accounting, including audit, tax, advisory, and industry roles;
- Participate in mentorship sessions led by professionals who shared insights on career preparation, recruitment processes, and workplace expectations; and
- Explore internship opportunities designed to bridge academic learning with hands-on professional experience.

In addition, through initiatives like the Fullerton College Accounting Pathway (FCAP) and the Hornet Business Club, students participate in networking events, guest speaker panels, and collaborative projects that emphasize teamwork, ethical decision-making, and technology-based problem solving.

These experiential learning opportunities ensure that Fullerton College accounting students graduate with both the technical competencies and professional connections needed to succeed in today's competitive accounting field.

3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

The Accounting Department operates within a dynamic landscape shaped by educational policy, professional standards, and workforce trends. Several key external frameworks and initiatives continue to influence program development and direction:

Vision 2030:

The department's focus on equity, access, and workforce readiness aligns with the Vision 2030 strategic goals of increasing economic mobility through high-quality career education and transfer pathways. Accounting faculty integrate these priorities by embedding employability skills, technology use, and professional ethics into the curriculum to prepare students for both university transfer and immediate entry into the workforce.

CALGETC (California General Education Transfer Curriculum):

The transition to CALGETC has guided updates to lower-division course sequencing and transfer patterns,

ensuring Accounting courses continue to meet CSU and UC articulation standards. These adjustments support students in completing degree requirements efficiently while maintaining flexibility in transfer options.

Common Course Numbering (CCN):

Faculty are actively participating in statewide Common Course Numbering alignment, standardizing Accounting course identifiers and learning outcomes across California community colleges. This effort enhances transfer transparency, curricular consistency, and student mobility across institutions.

Through these coordinated efforts, the Accounting Department remains committed to aligning curriculum with state initiatives, professional expectations, and evolving industry needs, ensuring that students are well-prepared for academic and career advancement.

Section 4: Faculty and Staff

4.1 Population and Demographics

1. Using the data provided by OIE, describe your program’s staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program’s student population is your staff?

The Accounting Department consists of three full-time faculty members and approximately fifteen part-time (adjunct) instructors. Together, the faculty bring an exceptional range of academic credentials and professional experience spanning public accounting, corporate finance, auditing, taxation, and entrepreneurship. This combination of industry expertise and instructional excellence ensures that students gain practical, workforce-relevant knowledge that directly supports the College’s mission of preparing learners for successful careers, transfer, and community leadership.

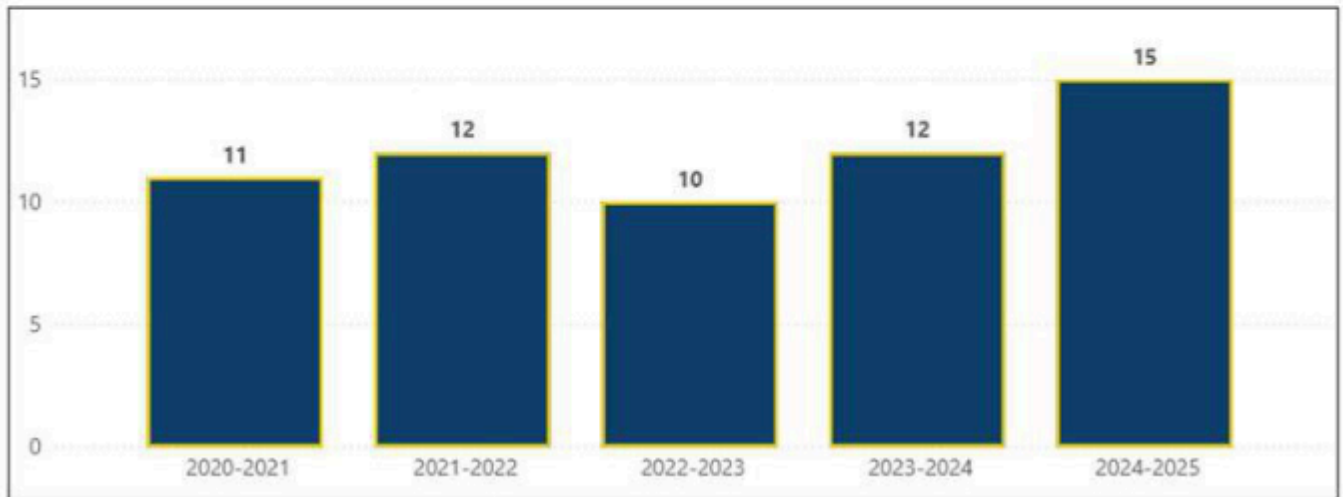
Reflection of the Student Population:

The department’s faculty and staff reflect the diversity of the student body, representing varied backgrounds in gender, ethnicity, and professional experience. However, consistent with broader trends in Career and Technical Education (CTE) disciplines, there remains an opportunity to increase Latina/o/x/e faculty representation, as Latina/o/x/e students comprise approximately 56% of the Accounting program’s enrollment.



Faculty Headcount by Academic Year

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Full-Time/Part-Time	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Full-Time	6	78%	6	82%	5	80%	4	63%	3	45%
Part-Time	5	22%	6	18%	5	20%	8	37%	12	55%
Unduplicated Total	11	100%	12	100%	10	100%	12	100%	15	100%



2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

Since Fall 2021, the Accounting Department has experienced notable staffing challenges following the departure of two full-time instructors. As a result, the department's instructional load has been primarily supported by the three remaining full-time faculty members, requiring increased reliance on adjunct instructors to sustain course offerings and student support.

The department has received approval to hire one new full-time faculty member in the upcoming Fall term, which will help restore instructional stability and strengthen program continuity.

These staffing changes have, however, impacted the department's ability to fully implement its Strategic Action Plans, particularly in areas such as:

- Expanding course offerings to include continuing professional education for Certified Public Accountants (CPAs), tax attorneys, and enrolled agents seeking license renewal; and
- Maintaining the breadth and frequency of accounting course sections necessary to meet students'

educational, transfer, and professional development needs.

The planned full-time hire will be essential in rebuilding instructional capacity, advancing program goals, and ensuring that the Accounting Department continues to deliver high-quality, workforce-relevant education aligned with both student demand and industry standards.

4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

Faculty in the Accounting Department are deeply engaged in ongoing discussions centered on equitable teaching, grading, and student success practices. These dialogues take place regularly through department meetings, Business Division workshops, and collegewide equity summits, ensuring that inclusive pedagogy remains a consistent focus of instructional improvement.

This commitment is further reinforced through division-wide professional learning sessions and mentorship between full-time and adjunct faculty, where instructors collaboratively share strategies on culturally responsive teaching, transparent assessment design, and classroom practices that support the success of all students.

Through these sustained efforts, the department fosters a collaborative culture of continuous reflection and improvement, advancing Fullerton College's mission to promote equity, access, and excellence in education.

2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

The outcomes of the Accounting Department's equity-centered discussions and initiatives are reflected in both course design and departmental culture. Faculty have collaboratively implemented several practices that promote inclusion, consistency, and student success:

- **Canvas Course Templates:** Shared course shells are used across multiple-section classes to incorporate equity-minded language, clear expectations, and a consistent module structure. This ensures that all students experience a predictable, supportive, and inclusive learning environment, regardless of instructor or delivery format.
- **Embedded Student Support:** Faculty proactively identify and reach out to students facing academic challenges, connecting them to tutoring and counseling services.
- **Culture of Empathy:** The department collectively embraces a "grace and growth" philosophy, emphasizing compassion, flexibility, and accountability—particularly for first-generation, working, and nontraditional students balancing multiple responsibilities.

These sustained equity-driven efforts have contributed to measurable improvements in course success and retention, especially among Latina/o/x/e students and returning adult learners, reinforcing the department's commitment to equitable student achievement and holistic support.

3. What additional areas of professional development could help your faculty and staff engage in this work?

While the Accounting Department has made significant progress in advancing equitable instruction and student success, faculty have identified several key areas for continued professional development to further strengthen teaching effectiveness, inclusivity, and workforce alignment:

AI Tools for Equity and Accessibility:

Faculty seek training in AI-driven instructional design and grading support tools—such as adaptive feedback systems, language simplification software, and accessibility checkers—to personalize learning, reduce barriers, and enhance equitable outcomes for all students.

Integration of Current Industry Software Across All Courses:

To ensure students are proficient with the tools most valued by employers, the department aims to embed real-world software applications into every course, including:

- Salesforce.com
- AI tools such as *Google Gemini, ChatGPT, and Microsoft Copilot*
- Intuit QuickBooks
- Adobe Creative Cloud
- Google Drive / Microsoft OneDrive
- Tableau or Power BI
- Canva / Adobe Express
- Microsoft Excel / Google Sheets (*identified by advisory groups as the most in-demand skill*)
- Microsoft 365 / Google Workspace

Data Literacy and Equity Analytics:

Faculty are also interested in workshops focused on interpreting disaggregated student data—by race/ethnicity, gender, and course modality—to identify equity gaps early in the term and implement timely, data-informed interventions.

These targeted professional development priorities will help the Accounting Department continue to deliver innovative, equitable, and industry-relevant education, preparing students for both academic advancement and success in a rapidly evolving accounting profession

Section 5: Program Planning

5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

The Accounting Department's progress on the three Strategic Action Plans (SAPs) identified in the last self-study has been limited due to significant faculty shortages and constrained funding. Since Fall 2021, the department has been operating with only three full-time faculty members, down from five, which has greatly impacted the department's capacity to advance new initiatives while maintaining core course offerings and student support.

SAP #1: Hire Four Full-Time Faculty by Fall 2025

Progress toward this goal has been slower than anticipated. The department was approved to hire one new full-time faculty member for the upcoming Fall term, which will help stabilize instruction and reduce reliance on adjunct faculty. However, due to budget limitations and the campus-wide hiring freeze in recent years, the original goal of adding four full-time positions by 2025 is unlikely to be met within the current timeline.

SAP #2: Add Continuing Professional Education Courses (CPA, EA, Tax Attorney License Renewal)

This initiative remains in the planning stage. While faculty have explored potential course outlines and partnerships, the lack of instructional capacity and limited financial support have delayed implementation. Once staffing improves, the department intends to revisit this plan to better serve professionals seeking license renewal or continuing education opportunities.

SAP #3: Develop a Bachelor's Degree in Forensic Accounting and Fraud Examination (AB 927)

Exploratory discussions were initiated following the passage of AB 927, which authorizes community colleges to offer baccalaureate programs. However, progress has been minimal due to the department's current staffing and resource constraints. Despite this, faculty remain interested in pursuing this long-term goal as capacity and institutional support increase.

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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

The Accounting Department's progress on the three Strategic Action Plans (SAPs) identified in the last self-study has been limited due to significant faculty shortages and constrained funding. Since Fall 2021, the department has been operating with only three full-time faculty members, down from five, which has greatly impacted the department's capacity to advance new initiatives while maintaining core course offerings and student support.

Expand Full-Time Faculty Capacity

Short Description:

Hire two additional full-time Accounting faculty members to restore instructional stability, reduce reliance on adjunct faculty, and strengthen support for student success initiatives, course assessment, and curriculum development.

Measurable Outcomes:

College Objectives Supported: • Increase student success and equitable outcomes. • Strengthen employee engagement and professional growth. • Support fiscal sustainability through program stability. Measurable Outcome: • Increase full-time to part-time faculty ratio from 3:15 to 5:15 by 2029. • Improved course success and retention rates by 3–5% in core accounting courses. Resources Needed: • Institutional approval for new full-time positions. • Ongoing funding for faculty salaries and benefits.

College Goals:

2.2 Increase access/usage of Basic Needs; 2.3 Increase access to affordable course materials; 2.4 Increase access to academic support in course with DI; 3.4 Increase collaboration with universities

SAP Phase:

New

Strengthen Industry Partnerships and Experiential Learning

Short Description:

Expand collaboration with local CPA firms and business partners (e.g., RSM, Deloitte, PwC) to increase student access to internships, mentorships, and professional networking opportunities through the Fullerton College Accounting Pathway (FCAP).

Measurable Outcomes:

College Objectives Supported: • Increase student employability and work-based learning. • Strengthen community and industry engagement. • Promote equity in career and transfer opportunities. Measurable Outcome: • Establish five new industry partnerships and secure 20 internship placements annually by 2028. • Document improved student employment outcomes within six months of program completion. Resources Needed: • Dedicated faculty coordinator release time. • Funding for outreach events, career panels, and professional development workshops. • Marketing and technology support for student-firm engagement platforms.

College Goals:

1.2. Increase equitable usage of apprenticeship/internship; 1.5 Outreach strategies for prospective students/family; 3.4 Increase collaboration with universities

SAP Phase:

In Progress

Resource Requests

Expand Full-Time Faculty Capacity

Enhancement:

Hire two additional full-time Accounting faculty members to restore instructional stability, reduce reliance on adjunct faculty, and strengthen support for student success initiatives, course assessment, and curriculum development.

Personnel-Related:

Hire two additional full-time Accounting faculty members to restore instructional stability, reduce reliance on adjunct faculty, and strengthen support for student success initiatives, course assessment, and curriculum development.

Resource Category:

Full-time Faculty

Quantity:

2

Unit Cost:

\$90,000.00

TotalCost:

\$180,000.00

Strengthen Industry Partnerships and Experiential Learning**Enhancement:**

Expand collaboration with local CPA firms and business partners (e.g., RSM, Deloitte, PwC) to increase student access to internships, mentorships, and professional networking opportunities through the Fullerton College Accounting Pathway (FCAP).

Personnel-Related:

Expand collaboration with local CPA firms and business partners (e.g., RSM, Deloitte, PwC) to increase student access to internships, mentorships, and professional networking opportunities through the Fullerton College Accounting Pathway (FCAP).

Resource Category:

Non-Faculty Personnel

Quantity:

40

Unit Cost:

\$100.00

TotalCost:

\$4,000.00
