

2018-2019

**Program Review & Planning
Request for Full-Time Faculty Position**

Please upload and submit this completed form through the SurveyMonkey program review module.

Note: Staffing Prioritization Task Force will consult your program review as part of the rating process. Please reference appropriate sections of your program review as needed in your responses.

Department	Business & Professional Studies
Position Title	Accounting Instructor

1. How will this position specifically support one or more of the College's four strategic priorities? (Rubric Criterion 4)

1. Acceleration
2. Guided Student Pathways
3. Student Validation and Engagement
4. Organizational Health

(200 words or less)

Enrollments in ACCT are consistently strong. An additional FT instructor is needed to fully support the four strategic priorities. Especially with the ever-changing tax codes and with the increased market demand in accounting positions there are more people transferring for 4-year degrees as well as more people specializing in the CE fields, such as payroll, tax preparation and planning, casino management, actuary forecasting, and personal finance. There is an increased demand in continuing education credits in sitting for the CPA exam. In order to sit for the CPA exam you need depth and breadth of units, more than what you would get with a 4-year degree. (3) Adding a second full-time Accounting instructor is necessary in order to have the time and resources to facilitate this growing program, explore labor market demand to better develop career maps for majors, and strengthen connections with area high schools and universities, and further develop the CTE market demands. (2) (4) The ACCT program needs to vary its course times and offerings in an accelerated format to be competitive, but this can't be done without additional FT faculty. (1)

2. Describe why this position is essential to your program and/or service area. How will this new position improve student learning and achievement? (Rubric Criterion 3)

(200 words or less)

There are significant changes in the tax code this year. There is a need to write new curriculum, and rewrite existing curriculum to fit the accelerated offerings. The CE market is demanding training in Accounting, and we would have to start from scratch because the curriculum doesn't exist at the two-year college level. The average FTEF for the past five years is 2.44. There is only one FT ACCT instructor. The average load cushion is 1.44, but with the addition of the new curriculum, the load cushion will be significantly higher.

3. How has the lack of this position impacted your program and/or service area? What will be the impact to the program and/or service area if this position is not filled? (Rubric Criterion 3)

(150 words or less)

With only one FT ACCT instructor, the focus has been on transfer. The current instructor does not have time to explore the CE opportunities available through the recent Strong Workforce initiative. New curriculum cannot be developed and implemented and the demand for these courses will go somewhere else. At this very time we are losing students because we can't accommodate enough classes or scheduling options to keep them at Cuyamaca. There is a great need for an internship program, but this can't be accomplished with only one FT instructor. The Accounting field is very broad and is encompassing more and more areas (i.e. HR, finance, etc.), but at the same time there are very specific skill sets needed within the field where specialized training is necessary.

The program has also noticed some gaps developing in the ethnicity/race data. There is work to be done among some ethnic groups. While the raw numbers are small, the percentages are low. In SP18 there were 7 African-American students enrolled in On-Campus with a success rate of 57%. In Online, this group had 28 enrolled with a success rate of 54%. Hybrid classes showed an even more marked situation with 6 enrolled but a success rate of 33%. It is difficult to know if these are ACCT students or BUS or both as the data is not disaggregated. However, BUS and ACCT each have only one FT faculty member. That means this is a situation that needs monitoring and remedied if it does not improve. There will be no one to do this at this point.

4. Has there been or do you believe there will be an increase in demand for your programs and/or services? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services as they apply to this position. (Rubric Criterion 2)

(150 words or less)

In the past five years, 100 ACCT degrees and certificates have been awarded. The San Diego outlook for this occupation shows a 9% increase in the next 7 years, while the number of regional completers is less than half of the number of annual openings.

Enrollments in ACCT have slowly increased in the past five years (2012-2016). Fill rates average 81% during this period. For the past five years, WSCH/FTEF for ACCT has averaged 619, which is well above the college average of 466 for the same period. Wait lists are a regular occurrence in the first two classes (BUS 120/121). A lot of student from SDSU and other four-year colleges come to Cuyamaca to either take these courses to maintain their current grade level or to catch up because they failed a course or have changed a major.

Overall, BUS/ACCT enrollments have shown a slight increase of 6% from FA13-SP18. There is also an uptick of 6% in the number of students in the Race/Ethnicity data with the largest gain of 2% coming among Hispanics. The department is particularly proud of the upward trend of transfer with degrees of 13% FA13-FA17 and 20% SP14 to SP18. This happened when there were two FT faculty members writing curriculum, mentoring students, networking in industry and improving assessment.

The success and retention rates bear looking at. In SP18, on-campus enrollment in BUS/ACCT was 197 with 180 students retained and 154 successful. In FA17, 212 were enrolled in on-campus and 194 were retained of which 158 were successful.

Compare this to 100% online. In FA 17 the enrollment in BUS/ACCT was 508 of which 437 were retained and 358 of those were successful. SP18 is similar. There were 736 enrolled of which 645 were retained and 561 were successful.

There are a few hybrid classes offered. In FA17 123 were registered in BUS/ACCT of which 103 were retained and 91 were successful. In SP18, there were only 70 students enrolled in hybrid of which 55 were retained and 35 successful.

Overall, these programs of BUS/ACCT have average success rates in the 70% range.

- 5. Is this a new position, replacement for a retirement or upcoming retirement, replacement for a tenure failure, replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (Rubric Criterion 3)**

(100 words or less)

This is a new position. There is a need to support both transfer and CE avenues in the Accounting discipline.

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- 6. Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to inform, in part, the prioritization process.**
{ X } Yes, I understand.

The Staffing Prioritization Task Force will also consider the program review data provided by the IESE Office in reviewing this request. (Rubric Criterion 1)