

#19

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, January 15, 2021 2:29:59 PM
Last Modified: Friday, January 15, 2021 2:32:29 PM
Time Spent: 00:02:29
IP Address: 70.181.238.177

Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	Business & Professional Studies
Position Title	Accounting Instructor

Q2

1. How will the position support or advance one or more of the goals your department/discipline identified in this year's program review? (Rubric Criterion 3) (200 words or less)

This is the first program review in which the data for Accounting has been separated from the BUS data.

The addition of this position will support:

Goal #2: Evaluate bookkeeping certificate requirements for alignment with current workforce needs.

Goal #3: Streamline SLOs across all accounting courses to include 2-3 concise objectives that can be readily assessed to provide more meaningful assessment results.

Goal #4: Explore the requirements of creating a business club and working relationships with the Workforce Development agencies. Adding a second full-time Accounting instructor is necessary to provide the time, knowledge, and resources available to support this strong program. An additional instructor will afford time for the exploration of labor market demands to better evaluate and update curriculum requirements and provide additional time to strengthen connections with local businesses, San Diego Workforce Development offices, local high schools and four-year universities.

Q3

2. How will this position specifically support or advance one or more of the College's four strategic priorities? (Rubric Criterion 4) Acceleration Guided Student Pathways Student Validation and Engagement Organizational Health (200 words or less)

An additional instructor will increase collaboration efforts between accounting and the math department We feel many students are unsuccessful in the introductory accounting classes due to inadequate math skills. The accounting department shows a success rate of 72% across the past four years and is in full support of meeting the college-wide goal of a 77% success rate.

Tax codes change on a yearly basis which requires innovation in all courses. In order to offer students the ability to be fully prepared to enter the workforce or transfer to a four-year institution, the program must keep up with these mandated changes. An additional full time instructor will help ensure students can meet their individual goals.

Through the creation of a business club, student engagement and validation within the accounting department should skyrocket. Such a student led organization has never been offered because of the time constraints of only one full-time instructor. Students will be able to network with classmates, hold positions of leadership, and have direct interaction with local business owners and professionals.

Q4

3. Describe why this position is essential to your program and/or service area and how it will improve student learning and achievement. (Rubric Criterion 1, 3) (200 words or less)

Our class section offerings have been increasing each year since 2015 yet we still have on campus class enrollments of 60+ students. Part time faculty alone may be able meet the demand but not the strategic growth needed for student success and equity. Most local community colleges are offering accelerated, 8-week financial and managerial accounting courses. Another instructor would allow revision of these courses to maintain transfer/certificate requirements while speeding up the rate for students to graduate. The average for both the WSCH/FTEF and FTES/FTEF in the accounting program has been significantly higher over the past five years than the college-wide averages. The average WSCH/FTEF from 2015-2019 for the accounting program is 19.70 compared to a college-wide average of 14.54. The average FTES/FTEF over the same period for the accounting program is 591.10 with the college-wide average showing 436.61. Five-year fill-rates for the accounting department are in line with the college at 74% and 75% respectively. Retention rates for on-campus accounting courses are 10% and 15% higher than online and hybrid courses. This position would allow research into ways to increase retention and success in all modalities and set up a path for all faculty to receive equity training.

Q5

4. 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 1, 3)(150 words or less)

With only one full-time instructor, the focus has been on maintaining transfer requirements leaving little time for exploration of CE opportunities available through the Strong Workforce initiative. This has resulted in a decline of bookkeeping certificates awarded to zero in 2019/2020. Accounting offers broad and encompassing job opportunities, but employers expect a specific skill set when hiring. Streamlining SLOs and thorough review of those results will ensure we are producing transfer/employable students that meet this criterion. Both of these will be possible with an additional full-time faculty.

IESE data shows that equity gaps currently exist for our African American and Latino/a student populations. Large on-campus class sizes and delayed analysis of these results may be contributing to these gaps. Timely analysis and focused attention on these gaps with new approaches to closing these gaps will be another focus of the new faculty member.

Q6

5. Has there been or is there any evidence to demonstrate that 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)

Demand for financial and managerial courses remain strong with regular wait lists. Our program accommodates students from SDSU and other 4-year colleges in addition to our Cuyamaca business students. Enrollment remains consistent at an average of 395 students per semester. Online offerings have shown the greatest enrollment increase from 155 students in 2016 to 260 students in 2019. Collaborative work between the single full-time and adjunct faculty have kept the retention and success rates stable during that same period.

Labor market information published by the EDD reports in San Diego, job openings for accountants are expected to increase by 11.3% between 2016 and 2026. Jobs for bookkeepers in San Diego are expected to increase by 2.5% over the same period. It is important to note that COE reports the top two pandemic-resilient jobs in San Diego County as Accountants and Bookkeepers.

Q7

6. Is this a new position, replacement for a retirement/upcoming retirement or replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (Rubric Criterion 3)(100 words or less)

This is new position. The need exists to be able to support CE pathways, equity gaps, and productivity in the Accounting department.

Q8

7. 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 help inform the prioritization process.

**Yes, I have discussed this position request with the
Division Dean**
