

#8

COMPLETE

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Page 1: I. Program Overview and Update

Q1

I.1. Department(s) Reviewed:

Accounting

Q2

I.2. Lead Author:

Chris O'Byrne, Pat Newman

Q3

I.3. Collaborator(s) - list of any person that participated in the preparation of this report:

Rachel Farris, Al Taccone, Rick Pacco, Tracy Branton

Q4

I.4. Dean/Manager(s):

Larry McLemore

Q5

Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **11/19/2021**
with your dean to discuss
your program review using
this format: MM/DD/YYYY

Q6

I.5. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your Spring 2021 program review, visit the Program Review webpage.

The lead Accounting instructor is on the San Diego Center for Economic Education (SDCEE), a board member of Get Empowered Today Inc., and is on a third board Agency 515.

SDCEE (San Diego Center for Economic Education) and Economic Education Foundation of San Diego (EconED) are institutions that foster, educate and promotes financial literacy. He creates and delivers presentations around the state on behalf of SDCEE and their Financial Literacy and Every Teacher Counts Programs.

Get Empowered Today (GET) is a new program aimed specifically at young adults who have little to no social support systems to assist in the often turbulent process of transitioning to adulthood. GET's mission is to empower low-income young adults transitioning into adulthood to achieve their dreams.

Agency 515 is a non-profit organization that is a creative development collective supporting youth and communities through social education and emotional development through the arts.

Through these boards the full-time instructor is meeting and interacting with people and community leaders as well as the underserved described. The synergy and the increase exposure through these boards promoting and supporting these great causes has been invaluable in both bring these messages to the classroom and beyond.

We updated the Bookkeeping certificate. The most recent comprehensive program review showed the downward trend in students seeking this certificate. Last academic year, -0- certificates were awarded. A review of the certificate requirements, a survey of the requirements of surrounding colleges with this certificate, and a discussion with Accounting faculty showed that BUS 121 Managerial Accounting is not required in any other program and is more rigorous than what is needed in the Bookkeeping. Instead, we have BUS 120 Financial Accounting as part of this certificate.

The Business & Professional Studies department developed an articulation agreement with Point Loma Nazarene University in February 2021 for students who may want to pursue a Bachelor's in Business Administration (BBA) degree beyond the AS offered by Cuyamaca for the Accounting degree.

Page 2: II. Assessment and Student Achievement

Q7

II.A.1. Describe the progress your program has made in your 4-year assessment cycle. Include any assessment results your department has found and changes you have made as a result. If your assessment plan has changed, please upload this new plan as well.

Fall 2021 starts the new 4-year assessment cycle for Accounting. Course SLO's are updated regularly on the five-year curriculum update cycle, and sometimes more frequently than that. The Business & Professional Studies ACP wrote new PLO's this semester. Forms are being prepared to update PLO's through the curriculum process. All SLO's will be mapped to the new PLO's once they are approved and entered in TracDat.

We modified and reduced the number of SLO's on four courses to make them more manageable and to fine-tune the assessment information.

Q8

OPTIONAL: You may upload a copy of your SLO assessment plan here. If you have an Excel sheet, please convert it to one of the supported files listed below before submission.

ACCOUNTING SLO Assessment Plan - Fall 2021.pdf (65.5KB)

Page 3: II. Assessment and Student Achievement

Q9

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? {2019 Equity Plan} If qualitative or quantitative data is available, please summarize any findings.

Interestingly, almost all of the equity gaps in the Accounting program are in BUS 120. First, it is the entry class to the Accounting program. Second, it is a class that is in many other majors, such as Business Administration, Real Estate, BOT, and Economics.

The advanced Accounting courses have almost no equity gaps. BUS 150 does not have a pre-requisite of BUS 120. It is a good starting point for students to be successful and accomplish something. Successfully completing BUS 150 will provide them the confidence to take other Accounting courses and apply the success strategies they learned and draw on them to better navigate the introductory courses in Accounting.

Three of five Accounting faculty have completed equity-minded trainings and have begun implementing strategies in their courses. We are encouraging all Accounting faculty to participate in these trainings.

One instructor participated in the Flexible Course Design Institute which provided faculty with pedagogical strategies for an inclusive classroom where ALL students feel welcome, safe to participate, and supported in their learning. Creating such an environment requires intentional effort and reflection on the part of the instructor, to remain aware how our own beliefs and attitudes impact our pedagogical choices, and to ensure that the course design and course delivery are responsive to the learning experiences of students from diverse communities, backgrounds, and identities. Review and refine the core principles of equitable and inclusive teaching, identify specific strategies that embody these principles, and take a deeper dive into the specific challenge of preventing and addressing microaggressions in the classroom. and work on bringing allyship and an anti-racist lens to the classroom.

One instructor completed the following: Uncomfortable Conversations with a Black Man. Continuing education for CMA: DIVERSITY & INCLUSION 1-ON-1: BE AN INCLUSION ALLY – ABCs OF LGBTQ+ These types of training help me be aware of inherent bias and how to better help all students. We will encourage other instructors to do the same.

Another instructor completed the following: Earned a certificate of completion in Black Students Lives Matter class offered by MiraCosta College. Completed Black Community ALLY training and refresher classes. Completed CARE training at MiraCosta College and am a member of the CARE team that supports all student needs in terms of health, housing and food insecurity, mental health and academic support. I have been an Undocumented/Mixed-Status ALLY for many years and attend refresher training annually. Participate in the annual cultural competency conference at MiraCosta College that focuses on building community committed to closing equity gaps among our students and community. MiraCosta College professional development training on creating the liquid syllabus. I apply all of what I learn to all of the classes I teach regardless of where

Q10

II.B.2. In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

Plan to hire more diverse faculty as we grow and as the schedule permits.

Hire tutors who are in African America/Black and Hispanic/LatinX to support those demographics and serve as role models.

Hyflex classroom to do special lab sessions.

BUS 109 recommended prior to taking BUS 120. We want to try offering BUS 109 in the Summer so students can take it prior to taking BUS 120 in the Fall or Spring to be better prepared. Plan to do a deep data dive on BUS 120 to compare and analyze success rates for Accounting majors vs Other majors taking the class.

Q11

II.B.3. What did your program learn from the transition to remote teaching and operations over the past year? How can this be used to improve the student experience in the future?

- Because the introductory Accounting courses have been taught online for many years, we learned that it was an easy transition to move the advanced Accounting courses from traditional to remote teaching. Apply some of those techniques to the new classes.
 - I have learned that student learning is not the result of my strictness with deadlines with students submitting their requirements one time with me grading and offering minimal feedback. In order to meet the current needs of students and how they learn I allow multiple attempts for students to master weekly material and requirements. The point being that they may work with me or on their own (some students prefer that in the online environment) with my support to master the course content, objectives and student learning outcomes. My goal is to ensure success with creative and forgiving ways that allow all students to succeed. I unlimited attempts on requirements where students benefit from repetition like homework, video lecture questions etc. with always unlimited time to complete all. I have found that students respond well when the pressures of the time and technology learning curve are minimized or removed.
 - It is MUCH MORE difficult for me to gauge student interaction, involvement, and success in the remote teaching/online environment. I've had situations where I thought a student was comfortable and performing well but ends up dropping the class or stops submitting work with no communication/response. Did I miss something? Was there something further I could have done? In the face-to-face environment, I feel the lines of communication are more open and clear, and it's much easier to recognize when a student begins to "check out" or "lose focus" in the course.
 - It is difficult to know if all the students are doing their own work. I find tracking the time of completion of assignments is very useful.
-

Q12

Yes

II.B.4. Is your program a career education program (e.g., does it prepare students to directly enter the workforce)?

Q13

II.B.5. Please share your observations about the employment rate for your program over the past several years.

Accounting had a significant increase in employment rates over the last 8 years and held relatively steady about the 80% mark. We will look to improve this.

Q14

II.B.6. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

The floor employment rate for Accounting we would set at 80% because that is the average of the last 4 years of data.

Q15

II.B.7. What would you like your program's employment rate to be, ideally (stretch goal)?

We want to set the stretch goal at 85% because that is a respectable value and a realistic sustainable long-term goal.

Page 5: II. Assessment and Student Achievement continued

Q16

Yes

Does your department offer classes that are approved distance education courses excluding emergency remote teaching in 2020-21 (classes that would have been taught in person if not for the pandemic)?

Page 6: II. Assessment and Student Achievement

Q17

II.C.1. If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

There is a difference in success rates between Fall and Spring for DE modalities. The average success rate for online classes is 74% in the Fall and 81% in the Spring, both of which are higher than the college averages of 70% in Fall and 73% in Spring. The reason online success rates are lower in the Fall is that there are more sections of BUS 120 offered in Fall and that is the one Accounting class that has the lowest success rates. Additionally, the majority of equity gaps occur in BUS 120. There are almost no equity gaps in the advanced Accounting classes because students must first pass BUS 120 to get into most of the advanced classes. That is why we plan to focus on strategies to improve success rates for at-risk students in BUS 120.

Accounting instructors employ the following strategies in online classes:

- Recorded class lectures from live sessions and posted in Canvas
- My weekly checking in with students via Zoom is an open invitation for students to meet with me to review any and all weekly requirements and to chat about anything at all including course requirements or whatever is on their minds. I also ensure that I have a minimum of three communications with students per week and finally I never allow more than 12 hours to go by before I respond to e-mails, discussion board posts or phone calls including weekends and holidays.
- I offer twice weekly Zoom sessions to my students for synchronous learning and post the recordings of those sessions in case a student cannot make a particular session. Zoom sessions include lecture time and work time (individual and group in break out rooms). Zoom sessions also include poll questions and other quick interactive Q&A type activities to keep students engaged. We have "MIT" (Most Interesting/Important Thing) discussion threads by chapter for students to share ideas. If a student misses a due date deadline, I contact that student via Canvas or MyLab (depending on where the assignment is due) with a reminder and offer of assistance.
- I have quizzes and homework assignments due at different times throughout the semester. I will notify individual students with an email if I believe they are falling behind. I encourage the students to review the available power points and end of the chapters' demonstration summary completed summary problems. I generally give a review before scheduled exams.
- Weekly announcements and discussion questions pertaining to the topic of the class. Students are given credit/extra credit for participating

Page 7: III. Previous Goals: Update

Q18

1. Previous Goal 1:

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

Q19

Student Validation and Engagement

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q20

Completed

3. Goal Status

Page 8: III. Previous Goals: Update continued

Q21

Please describe the results or explain the reason for deletion/completion of the goal:

SLOs were updated and streamlined.

Q22

Yes

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q23

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q24

Respondent skipped this question

Do you have another goal to update?

Page 10: III. Previous Goals: Update continued

Q25

1. Previous Goal 2:

Re-evaluate the content and units of BUS 122, Intermediate Accounting.

Q26

Guided Student Pathways

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q27

Not Started

3. Goal Status

Page 11: III. Previous Goals: Update continued

Q28

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q29

Respondent skipped this question

Do you have another goal to update?

Page 12: III. Previous Goals: Update (If Applicable) continued

Q30

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

We are considering whether to scale back the course from 4-units to 3-units and redesign the course to focus on the major topics that are necessary for the accounting community, or to break the course into two 3-unit classes to better cover the vast amount of information and chapters to cover. Using other community colleges as well as the accounting faculty at 4-year colleges to help guide and inform what would be best to prepare the student for the accounting field.

Q31

Yes

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q32

1. Previous Goal 3:

Re-evaluate bookkeeping certificate requirements for alignment with current workforce needs.

Q33

Guided Student Pathways

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q34

Completed

3. Goal Status

Page 14: III. Previous Goals: Update continued

Q35

Please describe the results or explain the reason for deletion/completion of the goal:

The Bookkeeping certificate was updated. We will monitor the number of certificates earned in future semesters.

Q36

No

Do you have another goal to update?

Page 15: III. Previous Goals: Update continued

Q37

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q38

Respondent skipped this question

Do you have another goal to update?

Page 16: III. Previous Goals: Update continued

Q39

Respondent skipped this question

1. Previous Goal 4:

Q40

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q41

Respondent skipped this question

3. Goal Status

Page 17: III. Previous Goals: Update continued

Q42

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Page 18: III. Previous Goals: Update continued

Q43

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Page 19: IV. New Goals

Q44

Yes

Would you like to propose any new goal(s)?

Page 20: IV. New Goals continued

Q45

1. New Goal 1:

Explore the CTEC (California Tax Education Council) certification for the BUS 150 Individual Income Tax Accounting course which would certify a student to be able to prepare taxes for a fee in the state of California by completing only this course

Q46

Student Validation and Engagement

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q47

3. Please describe how this goal advances the college strategic goal(s) identified above.

A student taking BUS 150, if it is CTEC certified, and they will be able to prepare taxes for a fee in the state of California by only completing this one course. This would enable them to start their own business or work for an accounting firm. It is a fast path to a job, but it is also a path to continuing on toward an Accounting degree or Bookkeeping certificate.

Q48

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

This is coming from national data and trends in the field. According to BLS (Bureau of Labor and Statistics the accounting field should see an average growth rate of 10.7% over the next 8 to 10 years and this is well above the average rate of 7% of most other fields. Auditors and tax preparers will be one of the fastest growing fields within the accounting industry. These projections by the BLS are being revised upward since due to the new IRS regulations and tax policies just passed into law in the past month. These fields lend themselves toward ranking high in the earnings spectrum. Accounting is often at the top when looking at a list of jobs with high demand. Students in the Accounting program often ask what they need to do to be able to prepare taxes. We anticipate enrollments for BUS 150 to increase because people outside of the program would want to take this class because it is certified. They would come to Cuyamaca specifically to take this class.

Q49

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

- 1) Research the specific requirements for certification to see if it is feasible for Cuyamaca College, how long does certification take, is there a cost, is there a recertification requirement?
 - 2) Determine if we would modify the current BUS 150 3-unit course, or if we would add a new 1-unit course to accompany BUS 150.
 - 3) Explore what curriculum changes would be needed
-

Q50

6. How will this goal be evaluated?

After gathering all of the information, we will make an assessment about the feasibility of CTEC certification.

Q51

Yes

Do you have another New Goal?

Page 21: IV. New Goals continued

Q52

1. New Goal 2:

Reduce equity gaps in BUS 120

Q53

Guided Student Pathways

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q54

3. Please describe how this goal advances the college strategic goal(s) identified above.

Almost all of the equity gaps in Accounting are in BUS 120. We want to strategize and plan on ways to reduce the equity gaps and increase success rates in this course. It is not only the feeder course for the Accounting program, but it is also a course in several other majors. By focusing on strategies for BUS 120, more students will successfully complete the class and more will continue on in the major.

Q55

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Instructors could see that there was a lot of attrition and non-success in BUS 120, and student achievement data confirms this.

Q56

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

- Do a deep dive into the student achievement data by separating the data by Accounting majors vs non-majors.
 - Hyflex equipment will be installed and ready in the Accounting classroom by Spring 2022. Instructors will be encouraged to complete Hyflex training in Spring 2022 in preparation for offering guided practice sessions in core Accounting principles that are the foundation of BUS 120. Bring in tutors and new faculty that are of the same background as our underserved students
 - Utilize BUS 109 as a feeder class or a prep class especially during Summer Session to help students who may struggle or have struggled with the core principles of BUS 109
 - Create a pilot survey for early or late exit from the course as well as students who may have not been successful in completing the course to better understand the needs and obstacles the student may have run into.
-

Q57

6. How will this goal be evaluated?

We will analyze the student achievement data to compare it to past data. We will survey students for feedback on where they are getting value for their time spent in the course.

Q58

Yes

Do you have another New Goal?

Page 22: IV. New Goals continued

Q59

1. New Goal 3:

Promote and encourage equity training opportunities to all faculty for either first-time or ongoing training needs

Q60

Organizational Health

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q61

3. Please describe how this goal advances the college strategic goal(s) identified above.

Student Validation & Engagement has as one of its activities "Providing robust professional development opportunities focused on culturally competent curriculum and cultural awareness". This program goal seeks to meet this college goal by giving faculty the opportunities to learn about aspects of equity and how to incorporate activities into their courses that advance equity.

The use of EMTLI strategies will keep students engaged in our courses with the goal of increasing success and retention for at-risk groups.

Q62

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

This goal was informed by the faculty who have completed the various types of Equity training, incorporated tools and techniques into their courses, and surveyed the results. It is all qualitative data. This is in line with the college's equity goals and its current anti-racism efforts. The program will continue to engage in activities and training that support the college's policies.

Q63

Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Q64

6. How will this goal be evaluated?

We expect to see substantive differences in course syllabi, assignments, classroom activities and applications. Truly significant data would be linked to changes in recruitment, retention, and success in our program's underrepresented populations

Q65

No

Do you have another New Goal?

Page 23: IV. New Goals continued

Q66

Respondent skipped this question

1. New Goal 4:

Q67

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q68

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

Q69

Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q70

Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Q71

Respondent skipped this question

6. How will this goal be evaluated?

Page 24: Resources Needed to Achieve Program Goal(s)

Q72

Faculty Resource Needs

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

Page 26: Final Check

Q73

I am ready to submit my program review

Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."
