



Annual Update
Approved 9/2/08 Governing Council

This Annual update is due on March 25th of each year that your three year Program review and planning document is not due. Please email a copy of this to you Division dean, the VP of Instruction and the Academic Senate President.

1. What is the name of your Department and/or Division?

Accounting Department, in the Business / Technology Division

2. List the names of everyone who participated in developing this annual update.

Rick Ambrose, Bruce Maule, Rosemary Nurre

3. Based on the elements in your Annual Update Data Sheet (Provided by IRP to your dean) and goals stated in your most recent Program Review, please identify any key successes and challenges.

Key Successes during this period:

1. Enrollments continued a strong upward trend. Enrollments in the most recent period (2,407) were 20% higher than the previous year (2,002) and 32% higher than two years ago (1,821).
2. Retention increased from 79% to 84%, and student success increased from 70% to 74%.
3. All of our courses are transfer or career and technical education (CTE) courses. The Board of Trustees has identified these courses, along with basic skills, as the core mission of the college.
4. The tax program, a highly successful CTE program, continues to grow in the number of sections offered, the topics offered, and in enrollment. In particular, enrollment in the capstone course of the tax program, Enrolled Agent Exam Preparation [ACTG 176], showed a strong increase in enrollment.
5. The CSM Volunteer Income Tax Assistance (VITA) site had a high demand for enrollment and was filled within a few days after enrollment began. The VITA site showed a substantial increase in the number of returns prepared.
6. Our accounting lab has continued to be staffed by qualified student aides.

Challenges during this period:

1. The California budget crisis continues to reduce funding to CSM. If funding were available, the ACTG program could substantially increase the number of sections offered, and each section would have high enrollment.
2. All program development and instruction in the CSM tax program is done by part-time faculty. Several part-time faculty members, including Susie Stevens, Gordon Lunn and Donna Marcus, put in a very large number of uncompensated hours. Volunteer time by our part-time faculty is neither desirable nor sustainable. A full-time tax faculty member is needed.
3. Funding for a qualified student aid in our accounting lab will be an issue due to budget cuts. During the past year Accounting Lab hours were reduced. If we are not able to keep a qualified student aid and given large classes this will have a direct impact on our future retention and success rates.

Reconciliation of WSCH and Load:

In prior years class hours included "hours by arrangement." However, "hours by arrangement" was

discontinued in the current year. Therefore comparison of WSCH, Load and other statistics, which rely upon class hours, are not comparable. Please refer to enrollment, which is comparable, when considering comparisons with previous years.

4. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reason.

Yes, we are.

5. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.)

1. Increase the number of courses online.
2. Increase the number of courses offered in the CPA exam preparation series.
3. Increase the number of courses offered in the tax program.
4. Add new courses in accounting software (Peachtree, Microsoft Dynamics)
5. Sponsor CSM ACTG Special Events
6. Develop an Accounting Educators group of faculty at nearby colleges and universities

6. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

Due to severe budget cuts we may be forced to cancel high demand classes and may be unable to achieve the goals listed above.

7. Student Learning Outcome and Assessment focus for this year:

- a. Academic areas: Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

Report:	Assessment of Student Learning Objectives		
Program:	Accounting Department, College of San Mateo		
Semester:	Fall 2010		
Course:	Financial Accounting (ACTG 121)		
	Pre-Test	Post-Test	Change
SLO 1	20%	80%	60%
SLO 2	36%	62%	26%
SLO 3	28%	50%	22%
SLO 4	27%	48%	21%
SLO 5	8%	53%	45%
SLO 6	24%	62%	38%

SLO 7	14%	15%	1%
SLO 8	6%	29%	23%
Average	20%	50%	30%

The Accounting department measures student learning by requiring students to complete a Pre-Test and a Post-Test in each course. Using WebAccess, students answer the same set of multiple-choice questions at the beginning and end of the semester. Each question is derived from a student learning objective. The results of the SLO Pre-Tests and Post-Tests are summarized above.

These tests measure the level of knowledge of the entire class at the beginning and end of the semester. For each course the faculty compare the Pre-Test and Post-Test scores for each individual question and modify the curriculum to improve student learning in the future.

Conclusion: Based upon the Pre-Test and Post-Test scores presented above, students in each accounting course demonstrated a substantial increase in knowledge. The detailed documentation of our SLO assessment for each accounting course is attached as an Excel file.

b. Student services areas: TBD

Not applicable.

8. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS** (Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.
- *Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Taxation (First request)	<p>The taxation program is a highly successful CTE program. It has grown from one section per year (2000) to more than fifteen sections offered year-round. The tax program is a high demand program with high enrollments. Over the past six years it has grown substantially each year in the number of sections offered, the topics offered, and in enrollment.</p> <p>However, all taxation program development and instruction has been done by part-time faculty. Several part-time faculty members, including Susie Stevens, Gordon Lunn and Donna Marcus, put in a very large number of uncompensated hours. Volunteer time by our part-time faculty is neither desirable nor sustainable.</p> <p>Taxation is a different profession and a different field of study than accounting. The current full-time CSM ACTG faculty do not have expertise in taxation. Due to the size and nature of the CSM taxation program a full-time</p>	

	<p>taxation instructor is needed.</p> <p>A full-time tax faculty member is needed to meet the following needs:</p> <ol style="list-style-type: none"> 1. Teach courses 2. Develop curriculum 3. Recommend new part-time faculty 4. Meet CTEC compliance requirements 5. Develop partnerships with tax professionals and tax organizations 6. Select, update and maintain tax software in computer labs 7. Host tax special events
Accounting (Second request)	<p>Due to high student demand for transfer and CTE courses, the accounting program has the opportunity add new courses to the curriculum and create online sections of existing courses. Since the existing full-time faculty are already working at full capacity, an additional full-time accounting faculty member would be needed to meet the demands of expanding the program. Furthermore, the accounting program may experience retirements in the near future, and it is critical for the continued success of the program and a new faculty member be trained and experienced before a retirement occurs.</p>

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None	N/A	N/A

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None	N/A	N/A

* Status = New, Upgrade, Replacement, Maintenance or Repair.

Bruce Maule

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Date

Rick Ambrose

Additional faculty

Date

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Additional faculty

Date