

College of San Mateo

2018-19 CTE Instructional Program Review

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Program Name

Please select your program

Accounting

Division

Please select your division

Business/Technology

Submission Date

1a. Provide a brief description of the program and how it supports the college's Mission and Values Statements, its Diversity Statement, CSM's and SMCCCD's Strategic Plans, and the college's Educational Master Plan. You may also discuss any factors that have impacted the program and its enrollment. Include changes in student populations, statewide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, and community needs.

If your answer is more than 2000 characters (approximately 300 words), please upload a Word document below (10 MB or less). If you're not sure, please upload your answer. Please upload text only; we cannot ensure that non-text such as images, diagrams, or charts will be retained in the final submission.

The accounting program achieves the core mission of the college by providing transfer and career and technical education (CTE). All courses in the accounting program are transfer or CTE courses.

Transfer courses:

The accounting program offers Financial Accounting and Managerial Accounting during the Fall, Spring, and Summer semesters. The courses are offered on-campus during the day, evening, online and offered over an 8 week period in addition to the traditional 16 week semester. Financial Accounting and Managerial Accounting are required transfer courses for business majors. Business Management, General Business, and Accounting are three of the most popular majors at colleges and universities in the United States. To support the high demand for these transfer courses we offer Financial Accounting and Managerial Accounting at a variety of times and in a variety of formats. Each section has high enrollment.

See attached for additional information.

Description of Program

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[Program Description PR 2018.docx](#)

2a. Describe the results of your previous Program Review's action plan.

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PLAN: Continue to develop new CTE courses to better prepare students for the workplace.

ACTION: We have added Accounting Ethics, Financial Statement Analysis Survey, Personal Investing, and Financial Management. As shown in our data analysis our students' retention and success rates exceed the college. Faculty load exceeds the college goal by 4%. As stated in previous program reviews we believe we could improve this even more if we were able to add additional classes.

PLAN: Continue to offer community outreach events to enable students to learn about career opportunities and enhance the CSM accounting brand.

ACTION: In the past year we have offered the following community programs:

VITA (Volunteer Income Assistance Program)

End of Season Tax party for all students participating in VITA

"Meet the Firm" opportunity with local CPA firms

How to become a CPA, hosted by the new CalCPA Campus Ambassador to CSM

These community outreach events help to increase enrollment, retention and build community partnerships.

Our plans are ongoing and we continue to build on our strengths with our relationships with local and international Accounting firms and regional university partnerships.

2b. Program coherence and effectiveness: Explain any curriculum changes since last program review, including SLO alignments.

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In the fall of 2017 we began offering accelerated online class formats for several of our most popular classes. We are offering eight week sections of Accounting Procedures, Ten-Key Skills, Accounting Cycle Survey, Time Value of Money Survey, Financial Statement Analysis Survey, Financial Accounting, Managerial Accounting and Accounting Ethics each Fall and Spring semester. Students can complete a traditional semester length class in eight weeks. They can start at the beginning of the semester and end at week eight or start the class at the nine week mark and end at week 17. This allows a student to complete the Financial/Managerial sequence in one semester. Demand has been much stronger than we anticipated. Enrollment in our fast-track classes has been high.

We have revamped all of our SLO's to more adequately reflect our goals across the accounting curriculum. All SLO's include an ethics component along with an overall objective of teaching relevant accounting concepts and applications our students need to succeed in class and in future jobs/careers.

2c. Student success and equity: Discuss what your program has done to address equity gaps between student populations and between modes of delivery (online, hybrid, and face-to-face), describing your successes, works in progress, and/or ongoing challenges.

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Over the past three years the accounting program retention rate has averaged 86% and the success rate has averaged 71%. Year-to-year differences have not been material. The success and retention rates between traditional and online courses are fairly close together. This speaks to the quality of our online programs and the older, more mature students in many of our online programs. Given the demanding nature of accounting courses, we believe our high retention and success rates represent a significant achievement for our accounting program. Our retention and success rates are in line with results for the college as a whole.

See attached for additional information.

Student Success and Equity

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[student success and equity PR 2018.docx](#)

3a. Course and program assessment. Discuss the results of your program assessment. Explain any strategies, research, initiatives, curriculum development or other activities intended to improve student learning and promote educational equity in your discipline, either at the course or program level.

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With the revamping of our SLO's to better meet student needs we can again look to student success rates with a 71% success rate over the last three years. This compares favorably with the college average of 73%.

As mentioned previously we added several classes in an accelerated format in the fall of 2017, one class in the fall and three additional classes in the spring of 2018. We believe the addition of these classes was a success as evidenced by our load increasing from 477 to 623 (a 31% increase) from the fall to the spring semesters. Clearly there is interest in these classes.

3b. General Education / Institutional assessment. Discuss participation in any General Education, Core Competencies, institutional or interdisciplinary assessment activities.

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4a. Review the program's available labor market data, as applicable. Here are two relevant links:

- [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):
- [Employment data \(by Program Top Code\) from the State Chancellor's Office](#)

Explain how the program meets a documented labor market demand.

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We offer the following certificates: Certificate of Achievement in Accounting, and thirteen Certificates of Specialization (Accounting Assistant, Accounting Essentials for Business Professionals, CPA Exam Preparation: Auditing and Attestation, CPA Exam Preparation: Business Environment and Concepts, CPA Exam Preparation: Financial Accounting and Reporting, CPA Exam Preparation: Regulation, Enrolled Agent Exam Preparation, Individual Tax Professional, Personal Financial Planning, Preparation for a Master's Degree in Accounting, Preparation for a Master's Degree in Taxation, Tax Preparer I, Tax Preparer II. These programs are detailed in the Program Description. We believe our programs are successful given the growth in the number of students in our classes. We are now partnering with the Strong Workforce Development Grant to fund videos to better advertise, promote and explain our varied curriculum. We also advertise jobs in accounting on a continual basis. Our students successfully transition to four year universities, graduate programs in Accounting, and jobs in industry and government. Based on the data below the job market for Accountants continues to be strong.

The Bureau of Labor Statistics shows the following information nationally for accountants and auditors:

2017 Median Pay
 \$69,350 per year
 \$33.34 per hour
 Typical Entry-Level Education: Bachelor's degree
 Work Experience in a Related Occupation: None
 On-the-job Training: None
 Number of Jobs, 2016: 1,397,700
 Job Outlook, 2016-26: 10% (Faster than average)
 Employment Change, 2016-26: 139,900

See attached for additional information.

Labor Market Demand

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[Labor Market Demand PR 2018.docx](#)

4b. Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.

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The majority of our students in Financial and Managerial Accounting are planning to transfer. They may not obtain a Transfer degree so it's difficult to track this. We also have many students who are taking our CPA prep courses who complete the course work but do not apply for the Certificate. We believe the Certificates are an important Marketing Tool for our programs. Students see them and choose to take courses from us to obtain the skills necessary for job advancement. Although the number of students obtaining a certificate or degree is interesting it is in no way indicative of the number of students enrolled in our programs. As stated earlier the certificate programs are excellent marketing tools that show prospective students the array of classes we offer and the various career opportunities available. Our Degree/Certificate programs are successful. In Accounting, over the last 10 years, a total of 656 degrees and certificates were awarded. In the Accounting Assistant program 316 certificates were awarded and 14 students received Enrolled Agent Certificates.

4c. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

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The Advisory Council members are listed below:
 Bruce Maule, Full-time faculty
 Rosemary Nurre, Full-time faculty
 Vincent Li, Full-time faculty
 Stephen Heath, Full-time Faculty
 Jason Chenowith, Enterprise Car Rental
 Hazel Nixon, Tax Accountant
 Sean Matthews, Accountant IDEO
 Rachel Brannon, Accountant SF City/County
 Samrand Hesami, Accountant AccessClosure
 Mike Baird, CPA, Bus. Constg. - Marcussen
 Claude Ezran, VP Mktg - Matisse Software
 Gitti Lindner, Learning Technology Specialist, Pearson Higher Education

Informal discussions with members of our board indicated their support with our programs and support for expanding

course offerings. They are also supportive of our efforts to ensure our students are job ready through our certificate programs.

We do meet with industry professionals at our campus wide Meet the Firm Night. All Accounting faculty spend time with the various professionals in attendance discussing potential job/internship opportunities for our students, recommended changes/adjustments to our curriculum and how our students can better offer support to them.

5a. Provide a brief description, including actions, measurable outcomes, and timelines

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As stated previously we will work with Puente and Umoja to try to increase enrollment of Black and Hispanic students in accounting courses and to better understand why our Hispanic and Black students are under performing. On an ongoing basis we continue to review our course offerings to ensure we are meeting the needs of our students. We are developing innovative ways to better connect and support our students. For example the great success we've had with our accelerated program has spurred us to look into other ways we can accommodate all of our students.

5b. What will your program do to increase student success and promote student equity in the next two years? What kind of professional development and institutional support will be engaged and enacted to meet these goals?

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As stated previously we are meeting with Puente and Umoja to learn how to better engage under represented groups.

5c. Describe other professional development activities and institutional support and collaborations that would most effectively ensure that the program achieve its goals and plans.

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