Instructional Program Review 2018/19 (Comprehensive)

Accounting

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Table of Contents

General Information (Instructional Program Review 2018/19 (Comprehensive))

2018/19 Instructional Program Review

Program Review Data and Resources

Submission Information (REQUIRED)

- Lead Writer is Tara Maciel
- Liason is Monica Romero
- Department Chair - Tracy Tuttle, Assistant Chair - Mark Abajian
- Dean Danene Brown
- Yes, CTE

Faculty/staff (REQUIRED)

As of fall 2018:

- Number of T/TT Faculty - 3
- Number of Adjunct Faculty - 5 (Plus 1 Prorata)
- Number of sections taught by T/TT Faculty - 16
- Percent of FTEF taught by T/TT Faculty - 57% (16/28)
- Number of Pro-Rata Faculty - 1 Prorata

In recent years, the Accounting program has been successful in hiring an additional two full time tenure track faculty, one who has reached tenure, and one who is scheduled for tenure this fall. For fall 2018, enrollments have dropped as a campus wide overall trend. The program however is making related adjustments, and still could accomodate the hire of another full time tenure track faculty member to teach some specialized courses, such as Governmental, Non-Profit and Tax courses.

Program Mission (REQUIRED)

Mission Statement for Accounting:

The Accounting Program at San Diego Mesa College has two primary missions to promote student learning and achievement: (1) to provide students with the skills necessary to become employed in entry level accounting positions, which includes updating existing skills in order to advance within their current positions; and (2) to prepare students for successful transfer to a four-year college or university with a major in accounting, business management, or business administration. Additionally, the Program also provides a forum for those who have already completed a bachelors' degree who are seeking additional coursework in accounting and business to qualify to sit for the Certified Public Accountant (CPA), Certified Management Accountant (CMA), Enrolled Agent (EA), and/or the Certified Fraud Examiner (CFE)'s examination. Finally, the Accounting Program is focused on generating interest in the field of accounting and encouraging the entrepreneurial and leadership spirit.

The current catalog includes a description of the accounting program rather than a specified mission statement. In order to more closely reflect the goals and culture of Mesa College, it was deemed appropriate to provide a mission statement that can be used in future catalogs and program materials.

The Accounting Program at San Diego Mesa College supports the College Mission by developing leadership skills through our certificates offered. We promote lifelong learning and workforce training by offering advanced courses to fulfill educational requirements needed to become Certified Public Accountants, Certified Management Accountants, Enrolled Agents, and Certified Fraud Examiners. By providing both transfer and non-transfer level courses, we address the educational goals desired by our community to foster leadership, innovation, and empower students to shape their own futures. Our diverse faculty is focused on providing an inclusive learning environment to provide equitable opportunities for our diverse student population to achieve their goals. The Accounting program mission aligns with the college mission and is supported by metrics and data for the success of our students.

Program Overview (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Program Overview Section (See appendix)

File Attachments:

1. **Advisory Board Minutes_Spring 2018.docx** (See appendix)
   Advisory Board Minutes

Curriculum (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Curriculum Section (See appendix)

Outcomes and Assessment (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section (See appendix)

File Attachments:

1. **Schedule for CLO Assessment ACCT.pdf** (See appendix)
   Schedule for CLO Assessment - Accounting

Program Analysis (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Program Analysis Section (See appendix)

File Attachments:

1. **College Aggregate Core Indicator Info by 6 Digit Top Code 2017-2018.docx** (See appendix)
2. **College Aggregate Core Indicator Info by 6 Digit Top Code 2018-2019.docx** (See appendix)
3. **Enrollment and Scheduling Trends.pdf** (See appendix)
   Enrollment Trends - ACCT
4. **Number of Degrees Awarded.pdf** (See appendix)
   Number of Degrees Awarded - ACCT
5. **Number of Students Who Transferred.pdf** (See appendix)
   Number of Students Who Transferred - ACCT

Program Goals (REQUIRED)

Form: "2018/19 Comprehensive Program Review Instructional Program Overview Section"

Created with : Taskstream
Participating Area: Accounting

(REQUIRED) Program name

Accounting

(REQUIRED) Program strengths

Discuss strengths of the program.

The Accounting Program continues to be one of the strongest programs on campus. The Program maintains an extremely high level of productivity and efficiency and offers one degree and two certificates. Students completing the required Income Tax courses can become certified tax preparers. The Program maintains a good reputation with all the local four-year schools regarding transfer students. In addition, the Program encourages workforce development through our certificate programs. One full-time faculty member was hired in Spring 2014 and a second full-time faculty member was hired in Fall 2015. The Center for Business and Technology Building will be operational in Spring 2019, which will have a positive impact on the Program and the School of Business as a whole. Contract faculty remain current through attendance at continuing education conferences and seminars and remain devoted to providing the best education possible. The two contract faculty members who were hired in Spring 2014 and Fall 2015 are both Certified Public Accountants (CPA) licensed in the State of California. Both hold active licenses, which require 80 continuing education hours every two years to maintain an active license, including a minimum of 20 technical hours annually and 4 hours in Ethics.

A review of the Accounting Program's Overall Outcomes Report for Fall 2013 to Spring 2018 shows an overall success rate of 73%. From Spring 2016 to Spring 2018, the Program has maintained an overall success rate at or above 74% each semester. We attribute this substantial increase from prior years to the hiring of two new contract employees in 2014 and 2015.

Accounting Program's Overall Outcomes Report for Fall 2013 to Spring 2018:

Female Students'75% success rate

Filipino Students'74% success rate

Filipino Female Students'78% success rate

Native American Students'95% success rate

White Students'76% success rate

White Female Students'79% success rate

Ethnicity Unreported'75% success rate

Asian Students'81% success rate

Asian Male Students'78% success rate

Asian Female Students'83% success rate

A review of the Accounting Program's Program GPA Report for Fall 2013 to Spring 2018 shows an overall GPA of 2.75. From Summer 2016 to Spring 2018, overall GPAs have ranged from 2.75 to 3.67. We attribute this substantial increase from prior years to the hiring of two new contract employees in 2014 and 2015.

Accounting Program's Program GPA Report for Fall 2013 to Spring 2018:

Asian Student GPA'3.22

Asian Female Student GPA'3.38

Asian Male Student GPA'3.05

Filipino Student GPA'2.84

Filipino Male Student GPA'2.77

Filipino Female Student GPA'2.88

White Student GPA'2.94

White Female Student GPA'3.08

(REQUIRED) Program challenges

Discuss challenges to the program.

Presently, the campus is experiencing low enrollment campus wide than in prior years. We have a smaller department with three full time TT faculty members, therefore the number of sections taught by adjuncts may decrease, as a direct result of the number of sections of classes taught decrease as well. There is potential to hire another full time faculty member to teach some accounting courses, such as Governmental, Non-Profit and Tax courses. The program would like to implement more work based learning opportunities and internships, and the hire of the full time Work Based Learning faculty will be helpful in this regard.

The lack of more engaged full time faculty members in the program has been the biggest challenge faced in the past, but the program was successful in hiring an additional full time faculty member to bring the current full time TT faculty members to three. The full time staffing challenge faced in prior years lead to activities and obligations to grow the program not being met, such as the creation of an advisory board, business club, etc. With the additional full time hires in the past years, some of these needs are now being met as the program is beginning to flourish, and likewise students are now having consistency with having contact on campus with full time faculty members.

(REQUIRED) External influences

Discuss external influences (Collegewide and beyond).

A primary external influence to the program has been the economy, which is the driver of low enrollment as seen campus wide. New initiatives state wide, such as Strong Workforce and Guided Pathways, as well as the focus on the growth of CTE programs has been helpful to the program. As a department, we have been successful in updating our program and course learning outcomes and aligning these with these state wide initiatives to create more opportunities for our students, such as work based learning and internships. The Promise initiative to help students fund their first two years of education will also be helpful to mitigate for low enrollment.

(REQUIRED) Areas of Focus

Describe one or more areas that your department is focusing on. You will refer to this response in the Program Analysis Section.

Our program is focusing on multiple areas, including Work Based Learning, the creation of internships, and the integration of networking within the field in the San Diego community. Faculty members also work with Mesa College alumni at both San Diego State, San Marcos, and the University of San Diego. An alumni of Mesa who pursued a Graduate Degree at San Diego State presented to Mesa students about the AICPA's (American Institute of Certified Public Accountants) career tools and scholarships offered through This Way to CPA. An alumni from Mesa currently attending San Marcos State is presenting in the spring about Accounting Society and the accounting program at San Marcos. Faculty are cultivating relationships with several firms, utilizing alumni and other professionals to create similar programs such as 'accounting society' at Mesa college, to ensure that Mesa students are familiar with the firms that they will be applying to internships for once they transfer. Faculty have worked with Dreams for Changes, a VITA program, to provide internships to business and accounting majors at Mesa. Mesa students have volunteered and/or had paid internships since 2014. Every year, the Program Director comes to several classes to recruit interns for the VITA program. One Mesa college alumni was offered full-time employment after interning for several years. Lastly, Mesa is working with a Partner at PwC on developing a mentoring program for underrepresented individuals in public accounting.

The Following Questions are for CTE Programs ONLY.

Enter "not applicable" if your program is not CTE.

(REQUIRED) Describe how the program's industry partners (including advisory committee) assist with program improvement including curriculum advice, obtaining equipment, providing internships and finding or providing other funding (limit 500 characters) (P.N. 1.b.). Please upload Advisory Committee minutes from the last year here.

Enter "not applicable" if your program is not CTE.

The Board advises faculty on research/computer skills required from students and has helped several students attain internships. Mesa students have interned/worked at Dreams for Change (VITA) program. Faculty are working to increase diversity in public accounting by providing mentorship by PwC professionals.

(REQUIRED) Describe how your program connects to High Schools, Universities and Continuing Education, creating career pathways in your field. Include articulation, specific projects, collaboration with teachers/professors, etc. (limit 500 characters) (P.N. 3)

Enter "not applicable" if your program is not CTE.

Faculty members connect with others by attending professional conferences, CPA networking events, and advisory boards. One faculty member represented Mesa College's Accounting program at a Southern California advisory meeting. Faculty members work with Mesa College alumni at other universities and are cultivating relationships with other firms.

Form: "2018/19 Comprehensive Program Review Instructional Curriculum Section"

Created with : Taskstream
Participating Area: Accounting

(REQUIRED) Program Name

Accounting

(REQUIRED) What degrees and certificates are offered?

The Accounting Program offers the following degrees and certificates:

1. Certificate of Performance in Governmental/Non-Profit Accounting
2. Certificate of Achievement in Accounting
3. Associate of Science Degree in Accounting

(REQUIRED) How many of each degree and certificate have been earned in the past 4 years?

1. Certificate of Performance in Governmental/Non-Profit Accounting - 50
2. Certificate of Achievement in Accounting - 50
3. Associate of Science Degree in Accounting - 72

(REQUIRED) If you have no (or very few) degrees/certificates, what other paths do you offer? (for example, GE, transfer)

The Accounting Program strives to offer exemplary teaching and learning leading to transfer to a four-year college or university, an Associate Degree in Accounting or Business Administration, Certificate of Achievement in Accounting, and/or Certificate of Performance in Governmental/Nonprofit Accounting. Taking into account the difficulty of the subject matter, the program requires rigorous study in preparation for the demands in a four-year program. We build upon the basic learning skills provided in earlier classes to more fully prepare students for successful transfer.

The program also provides the skills needed to obtain employment in entry-level positions or promotion to higher-level accounting positions which helps to meet the needs of community employers. Additionally, the program provides students who already have a bachelor's degree with the opportunity to take the classes required for the Certified Public Accountant's Examination. Finally, students who complete the Federal and California State Income Tax classes, have the opportunity to become licensed tax preparers.

(REQUIRED) Have you developed any new courses in the past 4 years? Please give details.

No new courses have been introduced in the past four years.

(REQUIRED) Have you made other curricular changes? (for example, renumbering, sequence change, co-reqs or pre-reqs)

No curricular changes have been made to the program.

The Following Questions are for CTE Programs ONLY.

Enter "not applicable" if your program is not CTE.
____

(REQUIRED) List any licensure and/or accreditation associated with your program.

Enter "not applicable" if your program is not CTE.

The program provides students who have already completed a bachelor's degree with the opportunity to take the classes required to sit for the Certified Public Accountant's examination. Students who complete the Federal and California State Income Tax classes have the opportunity to become licensed tax preparers. Additionally, the Program also provides a forum for those seeking additional coursework in accounting and business to sit for the Certified Managment Accountant (CMA), Enrolled Agent (EA), and/or the Certified Fraud Examiner's (CFE) examination.

(REQUIRED) Indicate the program TOP codes for your AA, AS, COA and COPs.

Please find TOP Code Link in the Directions.

Enter "not applicable" if your program is not CTE.

0502.00 Accounting

0502.10 Tax Studies

(REQUIRED) Indicate the SOC codes and title associated with your program's AA, AS, COA and COPs.

Please find SOC Code Link in the Directions.

Enter "not applicable" if your program is not CTE

13-2000 Financial Specialists

13-2010 Accountants and Auditors

13-2011 Accountants and Auditors

(REQUIRED) Select the sector associated with your program.

Link to sectors list: In process of being developed

- Other

Form: "2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section"

Created with : Taskstream
Participating Area: Accounting

(REQUIRED) Program name

Accounting

(REQUIRED) We are halfway through our 6-year cycle. Is your department/program on target to complete CLO assessment by Spring 2022? Please attach your schedule for CLO assessment, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

The Accounting Program is on target to complete CLO assessment by Spring 2022. The new Program CLO's will be input into Taskstream and mapped to the PLO's by Spring 2022. The program plans to continue measuring all CLO's for each course offered within the program by Spring 2022. See the attached schedule.

(REQUIRED) Please list your PLOs.

1. Students completing the program will demonstrate basic competency in financial and managerial accounting, accounting systems, tax, auditing and governmental and not-for profit accounting.
2. Students completing the program will be able to use Quickbooks, Excel, and other related tools to perform basic financial reports and management reports.
3. Students completing the program will be cognizant of the ethical issues facing the accounting profession and the value of being a responsible citizen.
4. Students completing the program will apply and utilize research skills to access, understand, and apply relevant professional accounting guidance.
5. Students completing the program will have the necessary knowledge and skills to obtain an entry-level bookkeeping job, transfer to a five-year accounting program, and/or sit for the Certified Public Accounting examination should they meet all other educational and professional requirements.

(REQUIRED) What progress have you made in your PLO assessment? Please attach your schedule, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

The program PLO's are embedded within the curriculum of the program. Various assessment methods are used by faculty to assess and evaluate student success in these various areas. Assessments include a variety of different methods, such as examinations, quizzes, multiple choice, true-false and open ended free response questions which require both calculatory methods as well as written portions with analysis. Other methods also include rubrics, presentations, projects and discussion board postings and student reflections on topics. The San Diego Mesa College Data Warehouse created by the Department of Institutional Effectiveness was used to help assess the PLO's for the program.

(REQUIRED) What have your completed assessments revealed about your courses or program?

The completed assessments have revealed that our students are meeting and exceeding our expectations and benchmarks for success in our assessed courses and programs thus far. Assessments will continue to be made for our courses and implementation of changes will be met if necessary.

(REQUIRED) If issues or problems were identified, what is your plan for implementing change?

The DOC presented these findings at the program fall semester outcomes meeting and faculty agreed assessments are on track. Moving forward, faculty will continue to meet and assess further results to stay in line with program goals. Likewise, data will continue to be assessed and measured, new goals indentified if needed, and results re-eveluated as necessary to meet any addtional metrics identified by the department.

(REQUIRED) Based on your assessments, have you identified resource needs?

- Faculty

Please provide any other comments.

Potentially the hire of one new specialized faculty member to assist with teaching isolated/specialized courses such as Governmental, Non-Profit and Tax Courses.

Form: "2018/19 Comprehensive Program Review Instructional Program Analysis Section"

Created with : Taskstream
Participating Area: Accounting

(REQUIRED) Program name

Accounting

(REQUIRED) Using the data dashboards, discuss how students are doing in your program. Please refer to indicators of success, retention, persistence, etc.

The San Diego Mesa College Data Warehouse, created by the Department of Institutional Effectiveness, was used to help assess the PLO's for the program.

Course Success Trends:

Over the past six years, the program has seen a steady increase in overall course success rates. In fall 2013, course success was at an all time low of 67%, but has grown consistently to average of approximately 76% thru the semesters to present. During this time period, the department grew from one FT faculty member to three total FT TT faculty. This steady and consistent increase is a reflection of our dedicated full time faculty who are on campus and available to students and dedicated to teaching and likewise the growth and success of the program. Program development and faculty rapport with students has been a contributing factor to this trend. New and innovative approaches to teaching and pedagogy, as well as effective teaching methods are a reflection of this increasing trend within overall course success.

Course Retention Rate:

Course retention has likewise increased consistently, although more incrementally over the semesters, from a low of 81% in FA 13 to a high and robust average of approximately 90% thru the semesters to present. Semester FA17 was a high of 89%, and semester SP 18 was a high of 87%. Course retention for accounting is strong and healthy, no action is deemed required.

The accounting program has consistently met or exceeded a mastery rate of 70% or above each time the outcomes are assessed. The program has maintained great success with regards to its assessments.

Course Success:

From FA13 - SP18, course success rates for the program average about 80%, with annual highs ranging from between 79% to 88%. Women have a more consistent and higher rate of success than men, with highs of 85%, 83% and 82% at the highest rate, with men seeing a more volatile rate of success, lower lows but higher highs ranging from 81% to 92%. Again, although the rate of success is at a higher level for the male demographic at 92%, this was not maintained consistently. The average for women was 75%, and the average for men was 71%, 4% higher than women.

The age group that shows the most success is the under 18 group, with a success rate of 89%. The second highest age group is 50 and greater at 79%. Both these metrics speak to the fact that students out of high school or currently still in high school see a greater success rate, as well as the age group 50 and greater, as some return to school to seek education and skills in accounting after being in the workforce. All other age groups range from 71% to 76%, which is healthy and robust for the program.

When analyzed by ethnicity, the group with the highest success rate is Asian at 81%, followed by White/Unreported at 76%. Filipino is also high at 74%. All other ethnic groups range from 63% to 72%, with Black/African American performing at the lowest rate of success at 63%.

The course success rate for each accounting course ranges, from a low of 66% to the highest of 88%. The lowest course success is 116A, with a success rate of 66% and the highest at 88% in course 125. The reason for 116A at the lowest success rate may be attributable to the fact that 116A is the first accounting course which surveys the basics and fundamentals of accounting. This course is rigorous and can be a difficult course for many first time college students in an accounting course. The success rate immediately jumps to a rate of 81% for the course sequence when students take 116B, which requires the application of concepts learned in 116A and new concepts introduced as well. The higher rate indicates students are more motivated to succeed and continue. The same trend can be seen for the Intermediate Accounting courses 201A and 201B, with success rates of 71% and 84% respectively.

The course retention rate is quite high overall for the program, with an average of about 90% thru all semesters, the low at 81% and the high at 96%, noting this is increasing over time.

Success by modality indicates that online/hybrid are behind the campus classes, with an overall rate of success of 68% compared with 75% respectively. It should be noted the only courses presently offered online/hybrid are 116A, 116B, 201A and 201B. The range for online success rate is 64% to 86%. For face to face campus classes, the range is 67% to 88%. For on campus classes, the course enjoying the most success is 125, with a success rate of 88% overall, followed by 120/121, with a success rate of 86% for both overall. 116A has a success rate of 67% on campus and 65% in an online/hybrid format. 116B has a success rate of 84% on campus and 74% in an online/hybrd format. Overall success rate for 116A is 66%, and overall success rate for 116B is 81%. Again, as previoulsy mentioned, noting that 116A is a rigorous class regardless of format. Note the 10% differential for 116B between campus versus online/hybrid format.

The largest equity gap for accounting students is with Black/African American students at 10%. As mentioned, the success rate for that group is only 63%. The is followed by Pacific Islander and Latinx students, with equity gaps of 7% and 6%, respectively.

The course retention rate for the program has been increasing over time, with a low of 81% and a high of 96%.

(REQUIRED) How does your program help to prepare students for success beyond your classrooms?

As with many programs on campus, the accounting program is looking to close equity gaps and work to engage strategies beyond the classroom walls for success. These strategies have included working closely with our advisory board to shift our focus to skills needed in the workplace, being active in campus outreach activities such as Jumpstart and working with the assistance of our advisory board. We are starting to work closely with the newly hired Work Based Learning Coordinators on campus and focus more on career exploration, training, internship opportunities, speakers and panels, etc. This has been coupled with the hiring of two new additional FT/TT faculty in the last few years to help develop our program.

In Spring 2017, one faculty member represented Mesa College's Accounting program at a Southern California advisory meeting. Professionals from public accounting and industry were present, as well as both community college and university accounting professors from schools in San Diego, Los Angeles, and Orange County. The industries demand for specific skills and internships was discussed. Faculty members also work with Mesa College alumni at both San Diego State, San Marcos, and the University of San Diego. An alumnus of Mesa who pursued a Graduate Degree at San Diego State presented to Mesa students about the AICPA's (American Institute of Certified Public Accountants) career tools and scholarships offered through This Way to CPA. An alumnus from Mesa currently attending San Marcos State is presenting in the spring about Accounting Society and the accounting program at San Marcos. Faculty are cultivating relationships with several firms, utilizing alumni and other professionals to create similar programs such as "accounting society" at Mesa college, to ensure that Mesa students are familiar with the firms that they will be applying to internships for once they transfer. Faculty have worked with Dreams for Changes, a VITA program, to provide internships to business and accounting majors at Mesa. Mesa students have volunteered and/or had paid internships since 2014. Every year, the Program Director comes to several classes to recruit interns for the VITA program. One Mesa college alumni was offered full-time employment after interning for several years. Lastly, Mesa is working with a Partner at PwC on developing a mentoring program for underrepresented individuals in public accounting.

(REQUIRED) Given your stated area(s) of focus in your program overview section, has your program introduced new or different actions that may have affected changes in these indicators? Please describe.

We have been proactive with our advisory board and working to develop a work based learning model, as well as the hire of two new full time TT faculty members in the department. We have worked to recreate and realing our course outcomes and implemented changes in our courses to reflect suggestions from the advisory board. Our faculty has likewise been proactive with professional development to develop our program as a CTE program and work with current state wide initiatives such as Strong Workforce.

(REQUIRED) Has your program introduced any new actions specifically focused on issues of equity? Please describe.

Our faculty have been engaged in and proactive in professional development. One faculty member has consistently attended the CCCAOE conferences (California Community College Association for Occupational Education) which has focused on advocating and promoting leadership in occupational education and economic deveopment. Same faculty member intends to attend the Leadership Academy for professional development training to be an effective leader in workforce development in the classroom and also will apply to attend the national conference on race and ethnicity. One faculty member also sits on the Cultural Awareness/Diversity committee on campus.

(REQUIRED) Describe the trends in enrollment for your program. What changes might you foresee in the next 2-3 years?

Overall campus enrollment has declined since 2016. This has lead to current and proactive enrollment management strategies for the college overall and to reduce class sections in certain programs to enroll more students in fewer sections, making for increased efficiency overall. Enrollment for the program has been fairly consistent for each regular fall and spring term since FA14 to present, approximately 17.5 for the fall and spring term benchmark. The accounting program has decreased just slighltly, but not dramatically, at 18.60 for FA14 down to 17.50 for FA18. For spring, at 17.30 for SP15 to 17.70 for SP18.

(REQUIRED) Are there any data sets that are not already provided in the dashboards that you could use to inform your program?

It would be helpful to see the data regarding the breakdown for Certificates awarded. If this data could be filtered between the two Certificates offered for Accounting (Certificate of Performance in Governmental/Non-Profit Accounting and Certificate of Achievement in Accounting), it would be helpful. As of now, they are lumped together.

(REQUIRED) In what ways can the college support your program in our effort to encourage major and career exploration early on in a student's college experience?

Having access to the full time Work Based Learning Coordinators on campus has been extremely helpful.

The Following Questions are for CTE Programs/Services ONLY.

Enter "not applicable" if your program/service is not CTE.

(REQUIRED) For CTE programs ONLY: Provide specific labor market information showing: 1) Number of jobs available or projected in San Diego County 2) Number of other institutions offering the program 3) How many Mesa students completed the program in the last three years 4) The pay rates for those in the industry (limit 500 characters) (P.N.2.A)

Enter "not applicable" if your program is not CTE.

1. Projected 5 year job openings - 4,321 in San Diego County - Community College Pipeline - Employment
2. 9 other institutions in San Diego-Imperial County - Community College Pipeline - Offerings
3. 2016-2017: 37 completers, 15 earned certificates, 25 earned degrees. 2015-2016: 28 completers, 15 earned certificates, 17 earned degrees. 2014-2015: 34 completers, 21 earned certificates, 21 earned degrees
4. Very broad, from 25k-130k.

(REQUIRED) For CTE Services ONLY: How are CTE students identified and tracked for service? (limit 500 characters) (P.N.2.B)

Enter "not applicable" if your service is not CTE.

Cal-Pass Launchboard.

(REQUIRED) For CTE programs/services ONLY: Upload the report from Launchboard that includes at least three (3) of the following Strong Workforce metrics for your BASELINE year.

Please use the Cal-PASS Plus Launchboard Link available in the Directions.

Refer back to Direction #3 to #6 on how to attach documents.

Strong Workforce Program Metrics
a. Number of Enrollments
b. Number of students Who Got a Degree or Certificate
c. Number of Students Who Transferred
d. Percentage of Students Employed in Two Quarters After Exit
e. Percentage of Students Employed in Four Quarters After Exit
f. Median Earnings in Dollars Two Quarters After Exit
g. Percentage of Students Who Achieved a Job Closely Related to Field of Study
h. Percentage Change in Earrings
i. Percentage Who Attended a Living Wage.

Enter "not applicable" if your program/services is not CTE.

Reports pulled from Mesa College Dashboard Warehouse for a & b. Files attached.

(REQUIRED) For CTE programs/services ONLY Upload the report from the CCCO Perkins site for the College Aggregate Core Indicator Information by 6 digit TOP Code.

Please use the Core Indicator Reports Link available in the Directions.

Refer back to Direction #3 to #6 on how to attach documents.

Enter "not applicable" if your program/service is not CTE.

File attached.

Accounting Goals 2018-2019

Goal

Goal	Mapping
Professional Development Encourage faculty to attend and participate in professional development activities, and to attend local and national level conferences in order to keep current with best business practices, and to develop current accounting skills.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.3, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2, **CTE 2018/19:** Perkins Permissive Use 10.3, Perkins Permissive Use 10.4, Perkins Requirement 4, Perkins Requirement 5, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Perkins Requirement 9, Strong Workforce Recommendation 1, Strong Workforce Recommendation 11, Strong Workforce Recommendation 15, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3, **Institutional Learning Outcomes 2016/17:** Critical Thinking, Global Consciousness, Information Literacy
Work Based Learning Cultivate and develop work based learning opportunities in accounting for students by working with fellow CTE faculty and work based learning staff.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.2, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 5.2, Strategic Goal 6.2, **CTE 2018/19:** Perkins Permissive Use 10.1, Perkins Permissive Use 10.3, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Strong Workforce Recommendation 1, Strong Workforce Recommendation 2, **Institutional Learning Outcomes 2016/17:** Critical Thinking, Information Literacy
Enrollment Management	**CA- Mesa College Strategic Directions**

Faculty will work across campus regarding strategies for enrollment management, guided pathways and student success.	**and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 4.1, Strategic Goal 5.1, **CTE 2018/19:** Perkins Core Indicator Activity 2, Perkins Core Indicator Activity 3, Perkins Permissive Use 10.12, Perkins Permissive Use 10.9, Perkins Requirement 5, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3, Strong Workforce Recommendation 7, **Institutional Learning Outcomes 2016/17:** Critical Thinking, Information Literacy
Stay current with technology and software. To stay current and relevant with technology and software within the program, including maintaining Quickbooks and FASB codification.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 6.1, Strategic Goal 6.2, **CTE 2018/19:** Perkins Core Indicator Activity 1, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 7, Strong Workforce Recommendation 2, **Institutional Learning Outcomes 2016/17:** Information Literacy

Action Plans for Non CTE Programs (REQUIRED)

Project Plan for CTE Programs Only (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional CTE Project Plan Section (See appendix)

Closing the Loop (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Closing the Loop (See appendix)

Form: "2018/19 Comprehensive Program Review Instructional CTE Project Plan Section"

Created with : Taskstream
Participating Area: Accounting

(REQUIRED) Program or Service Name

Accounting

Strong Workforce

____

(REQUIRED) Description: Describe your project and your project outcomes.

Develop and cultivate opportunities in Work Based Learning within accounting and to grow and develop as a CTE program. We intend to accomplish this as a program by working with the full time Work Based Learning faculty on campus, being proactive and encouraging faculty to attend professional development activities within our discipline to stay relevant in best accounting practices, as well as to foster and create relationships and opportunities for our students in the professional community by way of internship opportunities, business partnerships and course development. We will work with others across campus to develop and manage curriculum, certificates and degrees that address strategies for student success and guided pathways outcomes.

(REQUIRED) What needs motivate this project?

The needs of our students motivate this project. Currently, enrollment on campus is low as students look for work opportunities in the current economy. Businesses need and have a demand for workers who are skilled and technologically advanced to enter into the workforce competent and ready to work. By integrating these two needs from different parties and having those needs intersect and meet each other, there is opportunity for both needs to be met. Students who attend school and become certified in a skill or trade can leave ready to enter the workforce trained and competent in a technical skill, and businesses will be able to meet and satisfy their demand for skilled workers from students who have attended CTE programs.

(REQUIRED) Risks: Describe the associated risks that may prevent successful completion of your project.

The risks which may have been present in prior years and those that still exist now have been or are being addressed, such as student access to more full time faculty in the program, access to Work Based Learning opportunities and staff, as well as the support and resources faculty needs for further training. With the addition of two full time TT faculty members in the program, students have more access to committed and consistent faculty. Furthermore, the foundation for success is currently being integrated at Mesa with strong campus wide support as well. The integration of Strong Workforce and Guided Pathways and collaboration on campus among various disciplines is diminishing these risk factors.

(REQUIRED) Investments: Briefly describe investments you will make and explain how these will result in improved performance in the Strong Workforce Metrics.

Investments will be made in the areas of faculty professional development, course and enrollment development, collaborative work with Strong Workforce and Guided Pathways, and Work Based Learning strategies in and out of the classroom.

(REQUIRED) Major Activities & Outcomes

- Faculty Professional Development
- Work Based Learning Intergration
- Enrollment Management in concert with Guided Pathways initiatives

Perkins

(REQUIRED) Describe the program project's intent and how it addresses SLO's and how it aligns with Program Review. (P.N.1.A) (limit 500 characters).

Intent is to create opportunities for work based learning, increase student enrollment and success, and to equip students with the necessary skills to enter the workforce as skilled and educated workers to ultimately increase success in their careers and transition into the workforce. This will be done thru various mediums as previously discussed.

(REQUIRED) Briefly describe program improvement issue(s) concerning the program's TOP code and cite specific examples. Include the specific deficits provided in the Perkins Core Indicator Report (CIR) data for the program by referring to those below the state negotiated levels and special populations (P.N.4.A) (limit 2000 characters).

According to the Perkins Core Indicator Report, the program performs at or above the negotiated state levels for 2017-2018.

For 2018-2019, thus far, the program performs at or above negotiated state levels with the exception of two areas: Single Parents and Limited English Proficiency. These two areas were below the benchmark in the following four Core Indicators: Technical Skill Attainment, Persistence and Transfer, Non-Traditional Participation and Non-Traditional Completions.

Specifically, Single Parents were below in Technical Skill Attainment and Non-Traditional Participation. Students with Limited English Proficiency were below in Persistence and Transfer and Non-Traditional Completions.

Proficiency in accounting opens doors for business professionals at all levels over a broad spectrum of business and financial careers. According to Mesa College's core indicator report, the Accounting program performs close to (but slightly under) negotiated state levels for technical skills, and above state negotiated levels for completions, persistence and transfer, and slightly above state negotiated levels for employment. These positive trends are indicative of the strong faculty at Mesa, as well as our close working relationship with our advisory board and industry professionals. Two areas where Mesa's Accounting Program falls below the negotiated level are in performance for single parents, and in completions for students with limited English proficiency. These core indicator deficiencies can be addressed with additional faculty professional development, and by developing curriculum to enhance success for the target populations.

(REQUIRED) Briefly describe how the issue(s) will be addressed (objectives) specifically referencing activities in Perkins. Explain how deficits described in the response above will be rectified by planned program improvements (P.N.4.B.1) (limit 2000 characters).

Two areas where Mesa's Accounting Program falls below the negotiated level are in performance for single parents, and in completions for students with limited English proficiency. These core indicator deficiencies can be addressed with additional faculty professional development, and by developing curriculum to enhance success for the target populations. Two areas to be addressed are: increasing program participation for single parents; and, increasing completions for students with limited English proficiency. By attending the TACTYC conference, which focuses specifically on the needs of 2-year colleges, faculty will be able to work with industry experts and other faculty who model best practices for accounting programs and professors. Two strategies to address the needs of this target population are: providing academic programs to students living at or near the poverty level, which may include single parents; and, developing classroom strategies for diverse populations, including students with limited English proficiency.

Work based learning within our courses can also help to address these issues by allowing students to practice the skills necessary to succeed in work opportunities within the classroom, and to cultivate and nurture work based skills prior to entering the workforce, thereby increasing their chances for success once entering job placement.

With successful implementation of these resources, we hope to bring the program to par and/or above with all state negotiated levels within the Core Indicator Report.

Perkins for Services ONLY

(REQUIRED) Describe the assistance this service will support the success of CTE students (P.N.2.C) (limit 500 characters).

No answer specified

(REQUIRED) Explain what evaluation measures will show the success of the service (P.N.2.B and P.N.3.B) (limit 500 characters).

No answer specified

(REQUIRED) Briefly describe the service improvement issue(s) that requires funding (P.N.4.A.2) (limit 2000 characters).

No answer specified

(REQUIRED) Briefly describe how the service issue(s) will be addressed (objectives) specifically referencing activities. (P.N.4.B.2) (limit 2000 characters).

No answer specified

Form: "2018/19 Comprehensive Program Review Instructional Closing the Loop"

Created with : Taskstream
Participating Area: Accounting

(REQUIRED) Program name

Accounting

(REQUIRED) Which one(s) of the following were received in past year?

- Perkins
- Strong Workforce

(REQUIRED) How have these resources benefited your program and your students?

New faculty have made determined efforts to attend various professional development opportunities and conferences to learn about Work Based Learning and Strong Workforce opportunities. One faculty applied and successfully received both Perkins and Strong Workforce funds which made the professional development opportunities possible, and possible in the future. Specifically, Perkins funds were awarded for attendance at TACTYC (Teachers of Accounting at Two Year Colleges) so faculty would be able to attend, learn and network with other professionals from similar institutions nationwide and develop innovative curriculum and best practices for our students in accounting.

One faculty member also attended CCCAOE (California Community College Association for Occupational Education) with other Strong Workforce, CTE and Work Based Learning faculty to likewise network with other professionals within the state and business community to collaborate and learn about Strong Workforce funds, Guided Pathways, and other learning mediums developed at other institutions to help students in CTE and workforce transition. One program learned from another institution was VITA (Volunteer Income Tax Assistance) program where students are trained thru a partnership with the IRS to prepare tax returns and offer free tax assistance to qualified members of the community thru free clinics held on campus during the tax preparation season. This partnership would not only help develop the skills of our business and accounting students learned in the classroom, but also help them to develop the communication and leadership skills necessary when they enter the workforce or search for employment. Students would gain confidence while also helping members of the community.

Request Forms

BARC & Facilities Requests

Classified Position Request

Faculty Position Request

Reviewers

Liaison's Review

Form: Instructional Program Liaison's Review 2018/19 (Comprehensive)

Manager's Review

Form: Instructional Program Manager's Review 2018/19 (Comprehensive)

Appendix

A. **2018/19 Comprehensive Program Review Instructional Program Overview Section** (Form)
B. **Advisory Board Minutes_Spring 2018.docx** (Word Document (Open XML))
C. **2018/19 Comprehensive Program Review Instructional Curriculum Section** (Form)
D. **2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section** (Form)
E. **Schedule for CLO Assessment ACCT.pdf** (Adobe Acrobat Document)
F. **2018/19 Comprehensive Program Review Instructional Program Analysis Section** (Form)
G. **College Aggregate Core Indicator Info by 6 Digit Top Code 2017-2018.docx** (Word Document (Open XML))
H. **College Aggregate Core Indicator Info by 6 Digit Top Code 2018-2019.docx** (Word Document (Open XML))
I. **Enrollment and Scheduling Trends.pdf** (Adobe Acrobat Document)
J. **Number of Degrees Awarded.pdf** (Adobe Acrobat Document)
K. **Number of Students Who Transferred.pdf** (Adobe Acrobat Document)
L. **2018/19 Comprehensive Program Review Instructional CTE Project Plan Section** (Form)
M. **2018/19 Comprehensive Program Review Instructional Closing the Loop** (Form)

SAN DIEGO MESA COLLEGE
ACCOUNTING ADVISORY SUB-COMMITTEE MEETING
MAY 22, 2018
LEARNING RESOURCE CENTER (LRC) 432

PRESENT
Megan Archer, Jeanne Carroll, Howard Eskew, Madolyn Mohr, Brad Silva, Lauren Wade, Jim O'Leary

ABSENT
Danene Brown, Elizabeth Herrera, Joy Thornton, Kristin Donahue

CALL TO ORDER
The meeting was called to order at 4:03p.m. Lauren Wade welcomed and thanked everyone for attending. Committee members made brief introductions.

AGENDA ITEMS
Reporting Items
None

New Business
Introduce the Accounting Program (Certificates, Degrees, and Courses)
L. Wade introduced the Certificate of Performance in Governmental/Nonprofit Accounting, Certificate of Achievement, and Associates of Science in Accounting to the committee. L. Wade discussed the 2 certificates offered and that the students who typically complete these certificates and/or courses offered are professionals with degrees in disciplines other than accounting who are looking to sit for the Certified Public Accounting (CPA) Exam. The committee discussed the courses included in the Certificates and Degrees. Members asked about the ACCT 150 course and what was taught in the course. L. Wade reported that Quickbooks is the system currently taught in this course. B. Silva reported that most Nonprofits that he audited used Quickbooks and felt this was appropriate for the Certificate of Performance. For the Certificate of Performance in Governmental/Nonprofit Accounting the committee members with experience in this field felt that the certificate provided the necessary skillset for roles in Nonprofit and/or Governmental accounting. The committee stated that they would encourage students to take both of the 2 optional courses (Microsoft Office (CBTE 180) and Computer Accounting Applications (ACCT150)). The committee stated that the current course offerings at the Certificate and Associates Degree level meet the demands of the industry.

New Tax and accounting regulations/pronouncements
L. Wade requested that committee members offer their insights as to the importance of faculty staying up-to-date on changes in the accounting field related to regulations and accounting treatment. J. O'Leary recommends that faculty members attend continuing professional education conferences and courses regularly. M. Archer noted that faculty would benefit from attending local,

regional, and/or national conferences for educators and/or accounting professionals to remain current on changes in accounting pronouncements. J. Carroll and M. Mohr agreed that attending Continuing Professional Education courses are extremely important for faculty members to remain current in the field. M. Archer mentioned that faculty could also benefit from attending local roundtables to hear how local businesses are dealing with changes in accounting. M. Archer and B. Silva specifically noted the change to Revenue Recognition (ASC 606) being a significant change that faculty should be aware of. L. Wade discussed that her students have been taught the new Revenue Recognition principles in her Financial Accounting courses since Spring 2017 and the department has requested funds for continuing education related to these changes via a Perkins Grant. The committee members unanimously agreed faculty participating in these conferences and continuing education was extremely important for our students.

Skills needed for students without a bachelor's degree (certificate/associate holders)
L. Wade asked the committee what skills were necessary for certificate and associate level students to have when entering the workforce in accounting. The committee unanimously agreed that students need to have at least an intermediate level understanding of Microsoft Excel. The committee reiterated this need several times throughout the meeting. Excel is the most frequently used program in accounting roles at various levels and at both small privately held businesses and large publicly traded companies. B. Silva and M. Archer discussed that some companies are now testing potential employees in Excel to determine whether they have the necessary skills for the role they are applying for. J. Carroll discussed utilizing Excel extensively in her business. Committee members discussed that students are expected to have these skills when they are hired. L. Wade asked the board as to the importance of understanding Quickbooks, which is taught in ACCT150 currently. B. Silva noted that many non-profits use Quickbooks, so having an understanding of Quickbooks is important for students that want to work for a non-profit. M. Archer, B. Silva, and M. Mohr discussed that familiarity with any accounting system, such as Quickbooks, Peachtree or Great Plains is important for students at the A.A. and certificate levels. B. Silva and other members felt that Quickbooks could be self-taught and if students were given the choice between understanding Quickbooks or Excel, students should focus on improving their Excel skills. With regards to ACCT150, the committee believes that Quickbooks should continue to be taught, but incorporating Excel into this course would be useful.

Software
L. Wade asked the committee if there is any software that the committee would recommend students having access to, such as FASB Codification. The committee members stated that access to the FASB Codification would be useful to students to help develop their research skills. They felt that having basic research skills would be helpful, but not required. Computer skills, such as Excel and other Microsoft Office programs, are necessary. FASB Codifcation access would be helpful for students studying for the CPA exam. M. Archer and B. Silva noted that students will be trained in specific research and software utilized by their employers, so it is not a skill that needs to be taught at the academic level.

Guided Pathways/Work-Based Learning
L. Wade discussed that the accounting program is working on developing sequencing of courses to provide advice to students as to how to best complete certificate and degree requirements. L. Wade noted that sequencing is being developed for both certificates and degrees offered by the accounting program and it will be similar to the PACE sequencing developed by the Business

Program. H. Eskew briefly discussed the PACE sequencing. The committee members liked the flexibility of the PACE program by allowing students to take more courses in a shorter period of time by offering 8-week, online, and hybrid courses in addition to face-to-face 16 week courses. The committee asked about the rigor of online courses versus face-to-face. L. Wade and H. Eskew noted how we maintain the rigor of the courses and the types of students who typically take online courses. The board felt that online courses offered flexibility for students who work full-time and liked that we added the Distance Education designation to all of our courses.

L. Wade discussed the two types of students that we see in our accounting courses, those that are planning to transfer and those that are not planning to transfer. L. Wade informed the board that students interested in majoring in accounting who plan to transfer are advised to be Business Administration or Management majors at Mesa and designate Accounting upon transferring as some courses required by the accounting associates degree do not transfer. Students that are not transferring pursue certificates or degrees in accounting. L. Wade stated that the majority of the students in ACCT116A and ACCT116B are business management or administration majors who plan on transferring. The majority of students in the other accounting courses are pursuing the educational requirements required by the State of California to qualify to sit for the CPA exam. These students are seeking to complete the educational requirements as quickly as possible and often take all accounting courses offered, but do not always petition to receive a certificate in accounting or associates. L. Wade discussed that providing sequencing options and providing alternative options, such as 8 or 10 week courses, online/hybrid, can help students achieve their educational requirements quicker. The committee stated that the faster students can qualify to sit for the exam, the better. The committee was encouraged by offering flexibility in course offerings in future semesters. M. Archer noted that online courses and hybrid courses allow professionals to gain further education on their “off” hours to pursue more advanced positions. All committee members think that offering 4 week, 6 week, 8 week, and other shorter semester options, as well as night courses, are perfect for professionals seeking continuing education. J. Carroll noted that students seeking to sit for the CPA Exam should be encouraged to take all accounting courses offered, not just those required for the certificate of achievement. J. Carroll noted that students should elect to take all optional courses, not just one as required by the certificate as they will need this knowledge to pass the Exam.

L. Wade and H. Eskew discussed the Work Experience course (ACCT270), job shadowing, and Financial Literacy series and other ways that the accounting program has incorporated work-based learning into the courses. The committee was encouraged by the real-life experiences and further encouraged the department to have more exposure to businesses. Committee members would be interested in participating as guest speakers, meet the industry, and panel discussions in the future.

<u>Old Business</u>
None

<u>OTHER BUSINESS</u>
M. Mohr inquired as to whether students are reading Annual Reports (Form 10-K’s for Publicly Traded companies) in our courses. Both H. Eskew and L. Wade discussed the ways that faculty in our department utilize Annual Reports. L. Wade discussed the Financial Statement project that Financial Accounting students prepare in face-to-face courses. L. Wade also discussed utilizing

analysis of publicly traded company's annual reports in discussion boards in her online courses. H. Eskew and L. Wade discussed ratio analysis in both Financial Accounting and Managerial Accounting courses and application of to publicly traded company's Form 10-K's. The committee commended the department for incorporating this into the courses. M. Archer noted that students should read the Form 10-K of companies that they are interviewing with and derive informed questions from the Form 10-K to ask in both informational and hiring interviews. The committee unanimously agrees that this is a valuable skill that students at all levels (certificate, associates, and bachelors) should have.

H. Eskew discussed the interest of committee members in participating in a "Majors Days" as part of Guided Pathways. Members were very interested in speaking with students regarding career paths and skills necessary. H. Eskew and L. Wade reiterated the importance of students hearing from industry. M. Archer, B. Silva, and J. Carroll were interested in participating. Committee members were also interested in participating in career fairs and guest speaking roles. H. Eskew asked if M. Archer and B. Silva would be interested in guest speaking in managerial accounting courses, both stated that they would be.

The Committee Members were impressed that so many Mesa students are planning on sitting for the CPA Exam. They unanimously agreed that the courses to fulfill the educational requirements established by the State of California for eligibility to become a CPA are very important to continue offering. Committee members believe that these courses (to fulfill the CPA Exam requirements for accounting) should be offered with student flexibility in mind. Members feel that online, night courses, and condensed semesters are excellent ways to offer flexibility to these students.

H. Eskew asked the committee members whether there is a need for a combined financial accounting and managerial accounting course specifically tailored for entrepreneurial students as there is not enough room in the certificate for two separate courses. H. Eskew reiterated that these are small business owners who are relatively new business owners and they would have bookkeepers and tax accountants preparing their financials and tax filings. J. Carroll, M. Archer, and B. Silva all agreed that a "forward-looking" focus, forecasting, cash flow budgeting, and basic accrual accounting understanding were important for entrepreneurial students. The committee members unanimously agreed that a course tailored for entrepreneurial students would be helpful to obtain financing in the future.

PLANS FOR NEXT MEETING
L. Wade thanked the committee for their attendance and participation on the advisory board. L. Wade stated the next meeting would be held during the Spring 2019 semester.

ADJOURNMENT
A motion was made at 5:03p.m. to adjourn the meeting—L. Wade, Moved—M. Archer; seconded—M. Mohr; unanimously approved.

Respectfully submitted,

Lauren B. Wade, CPA
Chair

College Core Indicator Information by 6-Digit TOP (2017-2018)

Perkins IV, Title I, Part C Local Application

Agreement # _______ **District/College: SAN DIEGO/SAN DIEGO MESA**

050200 - Accounting

Instructions: Print out forms. Complete and sign bottom of last page.

Cohort Year CTE Enrollments: 2,261
(includes CTE enrollments above introductory level only)

CTE Headcount: 1,846
(CTE students enrolled above introductory level only)

* If no district target is available then state targets will be used.

College Core Indicator Information by 6-Digit TOP (2017-2018)

Perkins IV, Title I, Part C Local Application

Core Indicator 1 Technical Skill Attainment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	297	329	91.00	89.60	90.27	0.7
2 Non-Traditional	170	188	91.00	89.60	90.43	0.8
3 Displaced Homemaker	4	4	91.00	89.60	100.00	N/A
4 Economically Disadvantaged	189	204	91.00	89.60	92.65	3.0
5 Limited English Proficiency	16	17	91.00	89.60	94.12	4.5
6 Single Parent	4	5	91.00	89.60	80.00	N/A
7 Students with Disabilities	16	16	91.00	89.60	100.00	10.4
8 Migrant			91.00	89.60	N/R	N/R

Core Indicator 2 Completions - Credential, Certificate, Degree or Transfer Ready			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
9 CTE Cohort*	162	167	88.00	84.01	97.01	13.0
10 Non-Traditional	94	97	88.00	84.01	96.91	12.9
11 Displaced Homemaker	1	1	88.00	84.01	100.00	N/A
12 Economically Disadvantaged	98	102	88.00	84.01	96.08	12.1
13 Limited English Proficiency	6	6	88.00	84.01	100.00	N/A
14 Single Parent	2	2	88.00	84.01	100.00	N/A
15 Students with Disabilities	8	8	88.00	84.01	100.00	N/A
16 Migrant			88.00	84.01	N/R	N/R

Core Indicator 3 Persistence and Transfer			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
17 CTE Cohort*	313	327	90.00	87.76	95.72	8.0
18 Non-Traditional	177	187	90.00	87.76	94.65	6.9
19 Displaced Homemaker	4	4	90.00	87.76	100.00	N/A
20 Economically Disadvantaged	194	204	90.00	87.76	95.10	7.3
21 Limited English Proficiency	17	17	90.00	87.76	100.00	12.2
22 Single Parent	5	5	90.00	87.76	100.00	N/A
23 Students with Disabilities	16	16	90.00	87.76	100.00	12.2
24 Migrant			90.00	87.76	N/R	N/R

Core Indicator 4 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
25 CTE Cohort*	30	39	68.00	68.00	76.92	8.9
26 Non-Traditional	15	20	68.00	68.00	75.00	7.0
27 Displaced Homemaker	DR	DR	68.00	68.00	DR	N/A
28 Economically Disadvantaged	13	18	68.00	68.00	72.22	4.2
29 Limited English Proficiency	DR	DR	68.00	68.00	DR	N/A
30 Single Parent	DR	DR	68.00	68.00	DR	N/A

* If no district target is available then state targets will be used.

College Core Indicator Information by 6-Digit TOP (2017-2018)

Perkins IV, Title I, Part C Local Application

31 Students with Disabilities	DR	DR	68.00	68.00	DR	N/A
32 Migrant			68.00	68.00	N/R	N/R

Core Indicator 5a Nontraditional Participation			**Negotiated Level**		**College Performance**	**Percent Above or Below Negotiated Level**
	Count	Total	State	District		
33 CTE Cohort*	188	329	25.00	22.47	57.14	34.7
Non-Traditional	188	329	25.00	22.47	57.14	34.7
Displaced Homemaker		4	25.00	22.47	0.00	N/A
Economically Disadvantaged	111	204	25.00	22.47	54.41	31.9
Limited English Proficiency	4	17	25.00	22.47	23.53	1.1
Single Parent	1	5	25.00	22.47	20.00	N/A
Students with Disabilities	11	16	25.00	22.47	68.75	46.3
Migrant			25.00	22.47	N/R	N/R

Core Indicator 5b Nontraditional Completions			**Negotiated Level**		**College Performance**	**Percent Above or Below Negotiated Level**
	Count	Total	State	District		
34 CTE Cohort*	128	217	29.00	25.97	58.99	33.0
Non-Traditional	128	217	29.00	25.97	58.99	33.0
Displaced Homemaker		3	29.00	25.97	0.00	N/A
Economically Disadvantaged	72	129	29.00	25.97	55.81	29.8
Limited English Proficiency	2	6	29.00	25.97	33.33	N/A
Single Parent		2	29.00	25.97	0.00	N/A
Students with Disabilities	7	10	29.00	25.97	70.00	44.0
Migrant			29.00	25.97	N/R	N/R

*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 34, I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

________ of the 34 are at or above the District negotiated level(s);
________ of the 34 are below the District negotiated level(s);
________ of the 34 are list as (N/A, N/R)

Department Chair (or authorized Designee) :____

* If no district target is available then state targets will be used.

College Core Indicator Information by 6-Digit TOP (2018-2019)

Perkins IV, Title I, Part C Local Application

Agreement # _______ **District/College: SAN DIEGO/SAN DIEGO MESA**

050200 - Accounting

Instructions: Print out forms. Complete and sign bottom of last page.

Cohort Year CTE Enrollments: 2,278

(includes CTE enrollments above introductory level only)

CTE Headcount: 1,837

(CTE students enrolled above introductory level only)

* If no district target is available then state targets will be used.

College Core Indicator Information by 6-Digit TOP (2018-2019)

Perkins IV, Title I, Part C Local Application

Core Indicator 1 Technical Skill Attainment	Count	Total	Negotiated Level State	Negotiated Level District	College Performance	Percent Above or Below Negotiated Level
1 CTE Cohort*	302	341	91.00	86.40	88.56	2.2
2 Non-Traditional	177	197	91.00	86.40	89.85	3.4
3 Displaced Homemaker	4	4	91.00	86.40	100.00	N/A
4 Economically Disadvantaged	193	219	91.00	86.40	88.13	1.7
5 Limited English Proficiency	14	16	91.00	86.40	87.50	1.1
6 Single Parent	9	11	91.00	86.40	81.82	-4.6
7 Students with Disabilities	16	18	91.00	86.40	88.89	2.5
8 Migrant			91.00	86.40	N/R	N/R

Core Indicator 2 Completions - Credential, Certificate, Degree or Transfer Ready	Count	Total	Negotiated Level State	Negotiated Level District	College Performance	Percent Above or Below Negotiated Level
9 CTE Cohort*	163	170	88.00	87.84	95.88	8.0
10 Non-Traditional	98	102	88.00	87.84	96.08	8.2
11 Displaced Homemaker			88.00	87.84	N/R	N/R
12 Economically Disadvantaged	104	110	88.00	87.84	94.55	6.7
13 Limited English Proficiency	12	12	88.00	87.84	100.00	12.2
14 Single Parent	5	5	88.00	87.84	100.00	N/A
15 Students with Disabilities	10	10	88.00	87.84	100.00	12.2
16 Migrant			88.00	87.84	N/R	N/R

Core Indicator 3 Persistence and Transfer	Count	Total	Negotiated Level State	Negotiated Level District	College Performance	Percent Above or Below Negotiated Level
17 CTE Cohort*	324	341	90.00	90.00	95.01	5.0
18 Non-Traditional	191	197	90.00	90.00	96.95	7.0
19 Displaced Homemaker	4	4	90.00	90.00	100.00	N/A
20 Economically Disadvantaged	209	219	90.00	90.00	95.43	5.4
21 Limited English Proficiency	13	16	90.00	90.00	81.25	-8.8
22 Single Parent	11	11	90.00	90.00	100.00	10.0
23 Students with Disabilities	18	18	90.00	90.00	100.00	10.0
24 Migrant			90.00	90.00	N/R	N/R

Core Indicator 4 Employment	Count	Total	Negotiated Level State	Negotiated Level District	College Performance	Percent Above or Below Negotiated Level
25 CTE Cohort*	34	47	72.00	72.00	72.34	0.3
26 Non-Traditional	16	22	72.00	72.00	72.73	0.7
27 Displaced Homemaker			72.00	72.00	N/R	N/R
28 Economically Disadvantaged	23	28	72.00	72.00	82.14	10.1
29 Limited English Proficiency	DR	DR	72.00	72.00	DR	N/A
30 Single Parent	DR	DR	72.00	72.00	DR	N/A

* If no district target is available then state targets will be used.

College Core Indicator Information by 6-Digit TOP (2018-2019)

Perkins IV, Title I, Part C Local Application

31	Students with Disabilities			72.00	72.00	N/R	N/R
32	Migrant			72.00	72.00	N/R	N/R

Core Indicator 5a Nontraditional Participation				**Negotiated Level**		**College Performance**	**Percent Above or Below Negotiated Level**
		Count	Total	State	District		
33	CTE Cohort*	197	341	25.00	23.08	57.77	34.7
	Non-Traditional	197	341	25.00	23.08	57.77	34.7
	Displaced Homemaker		4	25.00	23.08	0.00	N/A
	Economically Disadvantaged	126	219	25.00	23.08	57.53	34.5
	Limited English Proficiency	6	16	25.00	23.08	37.50	14.4
	Single Parent	2	11	25.00	23.08	18.18	-4.9
	Students with Disabilities	11	18	25.00	23.08	61.11	38.0
	Migrant			25.00	23.08	N/R	N/R

Core Indicator 5b Nontraditional Completions				**Negotiated Level**		**College Performance**	**Percent Above or Below Negotiated Level**
		Count	Total	State	District		
34	CTE Cohort*	139	235	29.00	26.45	59.15	32.7
	Non-Traditional	139	235	29.00	26.45	59.15	32.7
	Displaced Homemaker			29.00	26.45	N/R	N/R
	Economically Disadvantaged	90	147	29.00	26.45	61.22	34.8
	Limited English Proficiency	3	13	29.00	26.45	23.08	-3.4
	Single Parent	2	5	29.00	26.45	40.00	N/A
	Students with Disabilities	9	14	29.00	26.45	64.29	37.8
	Migrant			29.00	26.45	N/R	N/R

*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 34, I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

________ of the 34 are at or above the District negotiated level(s);
________ of the 34 are below the District negotiated level(s);
________ of the 34 are list as (N/A, N/R)

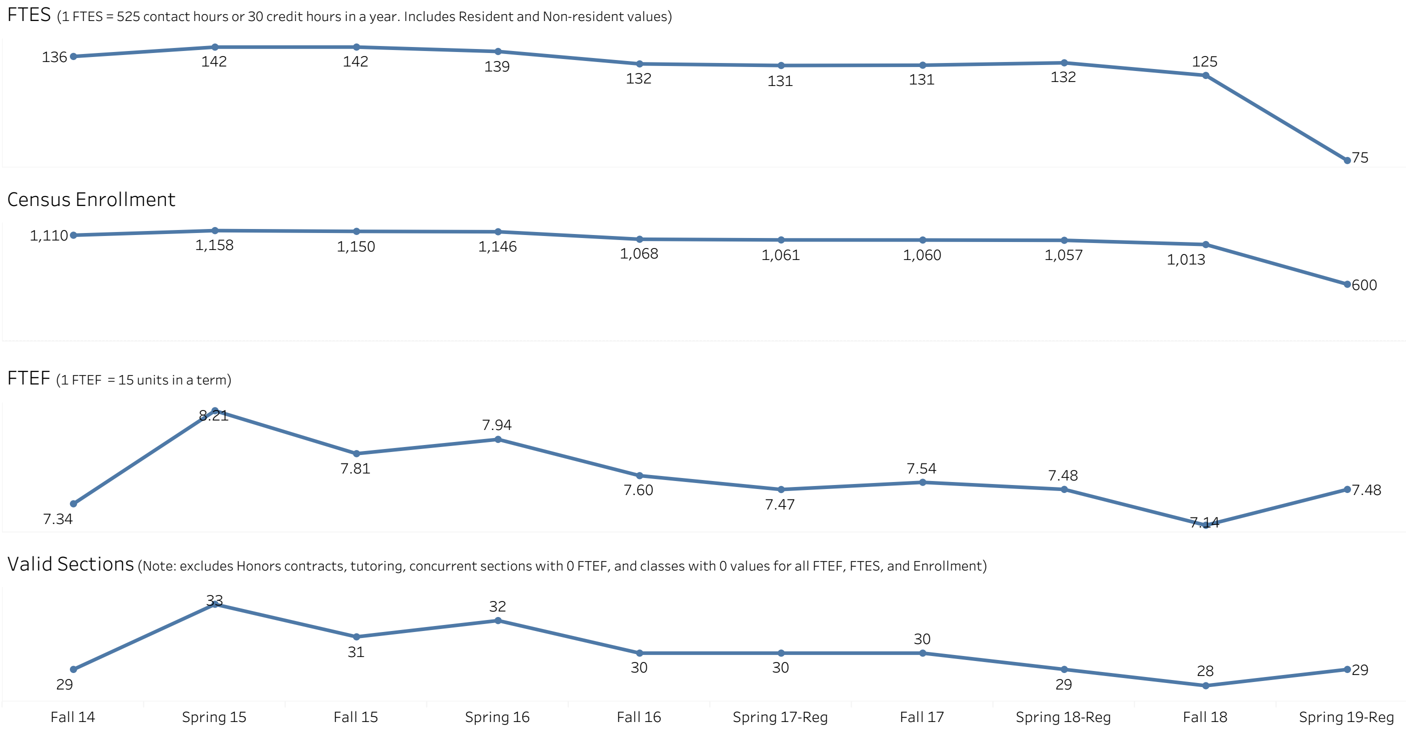
Department Chair (or authorized Designee) :____

* If no district target is available then state targets will be used.

Enrollment and Scheduling Trends

Terms to Compare	School	Program	Course
Multiple values	All	ACCT	All

Course Designator	Class Start Time	Enrollment (group)	Capacity (group)
All	All	All	All



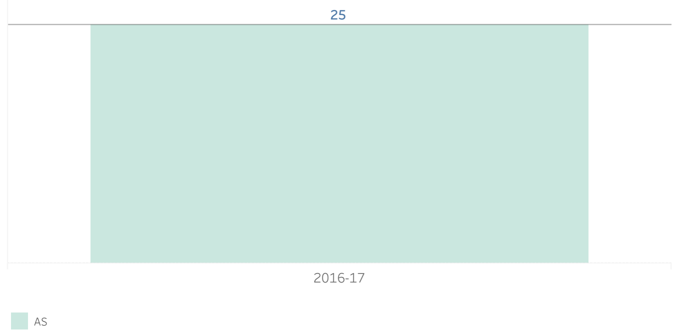
Awards Dashboard

Acad. Year: 2016-17
Program: Accounting
Liberal Arts: All
Award Type: AA/AS DEGREE
Ethnicity: All
Age: All
Gender: All

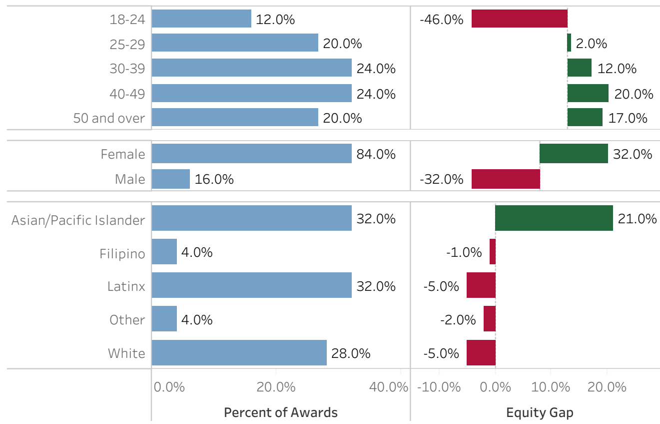
Awards by Program and Award Description

Accounting	ACCOUNTING	25

Awards by Academic Year: AA/AS DEGREE



Awards by Age, Gender, and Ethnic Compared to Campus Representation



Home Summary **Detailed Data** Definitions

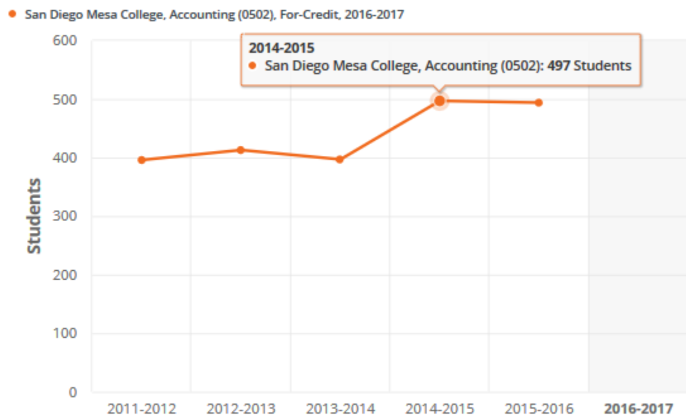
Success

- STUDENTS EARNING AWARDS
- NUMBER OF AWARDS
- TRANSFER
  - Students Who Transferred to a Four-Year Institution (Transfer)
- SKILLS-BUILDERS
- WHICH COLLEGES HAVE THE MOST EFFECTIVE PROGRAMS IN THE STATE?
- CTE OUTCOME SURVEY RESPONSES

Number of Students Who Transferred to a Four-Year Institution

Overall

Students who took non-introductory courses or completed a CCCCO award who subsequently enrolled for the first time in a four-year institution the following year



Source: National Student Clearinghouse

PREFIX	COURSE	# of CLOs	# COMPLETED TO DATE	REMAINING	ANTICIPATED COMPLETION SCHEDULE	
116A	FINANCIAL ACCOUNTING	6	2	4	SP19	FA19
116B	MANAGERIAL ACCOUNTING	5	0	5	SP19	FA19
201A	INT ACCOUNTING 1	5	0	5	FA18	
201B	INT ACCOUNTING 2	3	0	3	SP19	
120	FEDERAL INCOME TAX	4	0	4	FA20	SP21
121	CA INCOME TAX	4	0	4	FA20	SP21
125	GOVERNMENT AND NOT FOR PROFIT	12	0	12	SP19	
135	PRINCIPLES OF AUDITING	4	0	4	SP19	SP20
150	COMPUTER ACCOUNTING APPLICATIONS	5	0	5	FA19	SP20