

## 2022-23 Program Review Template

**Directions for Lead Writers:** Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

**DEI Discussions:** as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information &amp; Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		Accounting has seen steady enrollment throughout and post pandemic with the return to campus. Enrollment in both online and face to face classes remains consistent, although online courses do appear to be favorited by students. We have found students continue to prefer and enjoy the flexibility afforded by asynchronous courses. Our students continue to perform at the same level or above our students who take face to face courses. Many of our faculty have continued to improve their online courses through course redesign by way of professional development classes, workshops, and events. Our faculty also continue to participate in professional development within the discipline, as two faculty members participated in the Strong Workforce Faculty Institute 2.0 and one faculty member will be attending TACTYC (Teachers of Accounting at Two Year Colleges) this spring.

		We face challenges with the diversity of students enrolled in our courses, specifically African American students. We will continue to strategize and develop ideas to encourage and increase not only enrollment of African American students, but also their success and retention rates.
If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.	Optional	
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
<b>Data Reflection</b>		
<b>Prompt</b>	<b>Guidance</b>	<b>Program Response</b>
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work	Overall, course success rates for the entire academic program have been steadily on the rise since the 2016/2017 academic year. In 2016/2017, the program success rate was at a low of 75%, however the program has enjoyed a steady and consistent increase thru all courses since then, climbing to high of 82% in 2020/2021, and then a small decline to 79% in 2021/2022.

	<p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	<p>Course Success Rates across the board for our program during and post-pandemic are slightly higher in online asynchronous (80%) and online synchronous (87%) as compared to hybrid (75%) and face to face (76%) modalities. The same trend holds true for course retention rates within the program (OA – 89%, OS – 97%, F2F – 81%, Hybrid – 89%). We had 56 awards for the program across the two-year span of 2020 – 2022, with the majority of the awards to women (67.9%) in the 30-39 age group (37.5%) and the 40-49 age group (25%). The demographics for these awards was to LatinX (33.9%) and White (28.6%), followed by Asian/Pacific Islander (25%). We continue to have low data for awards to African Americans and Filipino, both only at 1.8%.</p> <p>Our fill rate is high for our program (91% for Fall 2022 and 99% for Spring 2023). Our fill rate was highest for the online modality across these two semesters respectively (98% and 101%) versus face to face (72% and 95%).</p> <p>As can be seen from our data, our course success and retention rates continue to improve. Success and retention rates for online courses surpass those of face to face, and our students prefer an online format, although face to face modality demand remains strong.</p>
<p>Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?</p>	<p>Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.</p>	<p>Our largest equity gap per enrollment by demographic as a program continues to remain with African American students. For our overall program, the equity gap for African American students is 14.4%, followed by LatinX at 9.7%. Examining the equity gap at a more granular level, for Financial Accounting 116A the equity gap was 17% for African American students and 11% for LatinX. For Managerial Accounting 116B, the equity gap was 7.5% and 7.6%, respectively. Both groups have had a consistently disproportionate impact in our programs for some time.</p> <p>When disaggregating further by gender, African American males have an overall course program success rate of 68%, and African American females have an overall course program success rate of 65%. For LatinX, males have a course program success rate of 73%, and females have an overall course program success rate of 75%.</p>

		Females in our program have an overall course success rate of 78.7% and a course retention rate of 88.3%, whereas males have a course success rate of 77.7% and a course retention rate of 88.5%.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	Students in our program are exceeding targets year after year in our courses. No action is necessary, we will continue with current course content and teaching style, addressing any program or course changes as needed.
<b>Practice Reflection</b>		
<b>Prompt</b>	<b>Guidance</b>	<b>Program Response</b>
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	We remain committed to addressing the equity gaps identified in our program above. We believe outreach to these groups via Work Based Learning events or student clubs could result in a positive impact to our program. We also believe our consistently high success rates are attributable to continuing education and professional development courses and programs our faculty are involved in, as well as course redesigns and equity analysis thru events like the Strong Workforce Faculty Institute.
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	There may be lack of student engagement and participation which can skew data, specifically course success and retention rates.
<b>Unit Goals and Action Plans</b>		
<b>Prompt</b>	<b>Guidance</b>	<b>Program Response</b>
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	Goal 1: Professional Development: Encourage faculty to attend and participate in professional development activities, and to attend local

		<p>and national level conferences to keep current with best practices, and to develop current accounting skills.</p> <p>Goal 2: Designated support person to send Business students to who is familiar with all the support services offered on campus (Basic Needs, Tutoring, Student Health Services, Counseling, DSPS, EOPS, CalWORKS, etc.) as students who are enrolled in or supported by these services/programs have higher retention and success outcomes. Many of our students qualify for resources available but are unfamiliar with what is offered and how to sign up. On the other side, faculty do not have the time/ability to be familiar with every support available for our students, especially as new programs are added, and requirements change. Students who need basic needs, such as housing, food, childcare, may have had negative experiences with teachers over these needs in the past and not feel comfortable asking for faculty assistance in finding resources. A point person/ombudsman who is familiar with these resources/programs/supports could help faculty help students get their needs met and increase their success.</p> <p>Goal 3: Cultivation of embedded tutor pipeline: Embedded tutors or teacher's assistants in every section of 116A during Fall/Spring semesters to reduce the equity gaps seen for this course compared to the program overall. Specifically, to help reduce the achievement gaps for LatinX and African American students who have 5.7% and 7.4% lower success rates in 116A compared to their success rates in the program overall. (116A: 66.1% (LatinX); 57.1% (African American); Overall Accounting success rates: 71.8% (LatinX); 64.5% (African American)). This is the barrier to entry course. Once a student successfully passes 116A, they have the skills needed to successfully pass all accounting courses that follow. If they are unable to pass this course, they would not be able to declare many of the majors that require 116A including (but not limited to): Business Administration, Business Management, Hospitality, Accounting, and Public Administration.</p>
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Mesa2030 Roadmap Strategic Objective (SO) Alignment

Review [Mesa2030](#) and the [Roadmap to Mesa2030](#), only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs

Goal 1:  
SO: Scholarship: Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.

SO: Scholarship: Evaluate and improve Diversity, Equity, and Inclusion practices in classroom environments, campus activities, departments, schools, and administrative units.

Goal 2:  
SO: Community: Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups\*, and inclusion.

SO: Community: Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing.

SO: Completion: Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.

Goal 3:  
SO: Completion: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.

Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p>Goal 1</p> <ol style="list-style-type: none"> <li>1. Attend and participate in further professional development activities and course redesign workshops.</li> <li>2.</li> </ol> <p>Goal 2</p> <ol style="list-style-type: none"> <li>1. Promote more contact with counseling and student support services.</li> <li>2.</li> </ol> <p>Goal 3</p> <ol style="list-style-type: none"> <li>1. Identify students for tutoring opportunities and the embedded tutor program.</li> <li>2.</li> </ol>
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Tara Maciel	
Name of Program/Unit	Accounting	
Manager Name	Dean Monica Romero	
Submission Date of Program Review Draft to Manager for feedback	04/14/2023	
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/31/2023	