Instructional Discipline Template

A. Program Information

Program Mission Statement

Please enter your mission statement here.

The mission of the Accounting Program at Foothill College is to provide excellence in accounting education. This is accomplished by offering a rich array of accounting courses that are taught by dedicated faculty. Students take accounting courses to transfer them to four-year institutions, or to satisfy the educational requirements set by the California Board of Accountancy to obtain a CPA license, or to earn a certificate or an AA degree in Accounting that would allow them to be marketable within the field of accounting.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

- Students will be able to explain accounting terminology, concepts, principles, and frameworks.
- Students will be able to perform accounting-related calculations and demonstrate the ability to use methods and/or procedures to solve accounting problems.

B. FTES - Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Business & Social Sciences - Accounting-FH

	2017-18	2018-19	2019-20	2020-21	2021-22	5-yr %Inc
Unduplicated Headcount	4,024	3,640	3,480	2,948	2,221	-44.8%
Enrollment	7,345	6,853	6,832	5,916	4,560	-37.9%
Sections	201	178	177	157	132	-34.3%
WSCH	11,955	11,129	11,081	9,586	7,400	-38.1%
FTES (end of term)	791	736	733	634	490	-38.1%
FTEF (end of term)	21.9	19.1	19.5	17.1	14.4	-34.6%
Productivity (WSCH/FTEF)	545	581	568	561	516	-5.4%

1. In the data table above, what does the FTES data trend indicate?

☐ the data trend shows an increase in FTES

☑ the data trend shows a decrease in FTES

☐ the data trend shows no change and/or is flat in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.

The decrease is due to fewer full-time faculty teaching accounting courses. During COVID, enrollment in accounting courses went down which led to class cancellations and smaller course offerings. As a result, the need to hire a full-time faculty diminished.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

☑ yes

☐ no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

Promoting accounting courses on social media and other channels such as the California Certified Public Accountant would have been the proper action to take to increase enrollment. The accounting faculty has reached out to the Marketing Department to obtain assistance in advertising the courses. The assistance has been inadequate, and in four instances, no assistance at all.

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

☐ the data trend shows an increase in sections

☑ the data trend shows a decrease in sections

☐ the data trend shows no change and/or is flat in sections

If the data trend shows no change/flat or an increase or decrease in sections, explain why the number of sections is flat, increased or decreased.

The majority of accounting courses at Foothill College are offered online as there is no robust enrollment for on-campus modality. During COVID, many two and four-year institutions started offering accounting courses online. That led to a reduction in enrollment in accounting courses at Foothill College. In addition, there has been inadequate and in most cases no support from Marketing Department to promote the accounting courses on social media.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

N/A

D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

☐ the data trend shows the productivity number increased

☑ the data trend shows the productivity number decreased

☐ the data trend shows no change and/or flat in the productivity number

If the data trend shows no change/flat or an increase or decrease in productivity, explain why the productivity is flat, increased or decreased.

To encourage students to come back to campus after the COVID era, the Accounting Department has offered Financial Accounting I, Financial Accounting II, and Managerial Accounting courses on the main campus with an enrollment below 20 students. That has resulted in a decrease in productivity for the overall department.

In addition, the Ethics in Accounting course, Accounting 76, which was once one of the only courses of its kind offered at the community college level, is now part of the curriculum for most community colleges.

2. Does the data trend suggest changes are necessary to improve productivity?

☐ yes

☑ no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

N/A

E. Enrollment by Student Demographics

Enrollment Distribution

Enr Distribution by Student Demographics
Business & Social Sciences - Accounting-FH

Student Headcounts by Gender

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	3,845	52%	3,676	54%	3,436	50%	3,094	52%	2,296	50%
Male	3,400	46%	3,061	45%	3,273	48%	2,735	46%	2,183	48%
Non-Binary	0	0%	0	0%	1	0%	1	0%	0	0%
Unknown gender	100	1%	116	2%	122	2%	86	1%	81	2%
Total	7,345	100%	6,853	100%	6,832	100%	5,916	100%	4,560	100%

Student Headcounts by Race/Ethnicity

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Asian	3,435	47%	3,286	48%	3,097	45%	2,601	44%	2,000	44%
Black	283	4%	186	3%	192	3%	190	3%	137	3%
Filipinx	300	4%	245	4%	258	4%	281	5%	197	4%
Latinx	1,077	15%	1,094	16%	1,123	16%	915	15%	829	18%
Native American	17	0%	27	0%	15	0%	15	0%	15	0%
Pacific Islander	33	0%	40	1%	44	1%	50	1%	28	1%
Unknown ethnicity	155	2%	156	2%	420	6%	131	2%	92	2%
White	2,045	28%	1,819	27%	1,683	25%	1,733	29%	1,262	28%
Total	7,345	100%	6,853	100%	6,832	100%	5,916	100%	4,560	100%

a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

- ☐ the data trend shows an increase in the female enrollment rates
- ☑ the data trend shows a decrease in the female enrollment rates
- ☐ the data trend shows no change and/or is flat in the female enrollment rates

Males

- ☑ the data trend shows an increase in the male enrollment rates
- ☐ the data trend shows a decrease in the male enrollment rates
- ☐ the data trend shows no change and/or is flat in the male enrollment rates

Non-Binary

- ☑ the data trend shows an increase in the non-binary enrollment rates
- ☐ the data trend shows a decrease in the non-binary enrollment rates
- ☐ the data trend shows no change and/or is flat in the non-binary enrollment rates

If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why the enrollment rates is flat, increased, or decreased.

The increase or decrease fluctuates by 2% from one Academic Year to another. There is no continuous trend in enrollment by gender.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2021-22 = 51% Female, 47% Male, 2% Unknown)

- ☐ yes
- ☐ no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

N/A

Data Table for Enrollment by Gender of Declared Majors

https://foothill.edu/programreview/prg-rev-docs/22-23-enroll-by-gender-and-declared-major.pdf

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

- ☑ the data trend shows an increase in the female enrollment of the declared major
- ☐ the data trend shows a decrease in the female enrollment of the declared major
- ☐ the data trend shows no change and/or is flat in the female enrollment of the declared major

Males

- ☐ the data trend shows an increase in the male enrollment of the declared major
- ☑ the data trend shows a decrease in the male enrollment of the declared major
- ☐ the data trend shows no change and/or is flat in the male enrollment of the declared major

Non-Binary

- ☐ the data trend shows an increase in the non-binary enrollment rates
- ☐ the data trend shows a decrease in the non-binary enrollment rates
- ☑ the data trend shows no change and/or is flat in the non-binary enrollment rates

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

- ☐ the data trend shows an increase in the African Americans enrollment rates
- ☐ the data trend shows a decrease in the African Americans enrollment rates
- ☑ the data trend shows no change and/or is flat in the African Americans enrollment rates

Asian

- ☐ the data trend shows an increase in the Asian enrollment rates
- ☑ the data trend shows a decrease in the Asian enrollment rates
- ☐ the data trend shows no change and/or is flat in the Asian enrollment rates

Filipinx

- ☐ the data trend shows an increase in the Filipinx enrollment rates

- [ ] the data trend shows a decrease in the Filipinx enrollment rates
- [x] the data trend shows no change and/or is flat in the Filipinx enrollment rates

Latinx

- [x] the data trend shows an increase in the Latinx enrollment rates
- [ ] the data trend shows a decrease in the Latinx enrollment rates
- [ ] the data trend shows no change and/or is flat in the Latinx enrollment rates

Native American

- [ ] the data trend shows an increase in the Native American enrollment rates
- [ ] the data trend shows a decrease in the Native American enrollment rates
- [x] the data trend shows no change and/or is flat in the Native American enrollment rates

Pacific Islander

- [x] the data trend shows an increase in the Pacific Islander enrollment rates
- [ ] the data trend shows a decrease in the Pacific Islander enrollment rates
- [ ] the data trend shows no change and/or is flat in the Pacific Islander enrollment rates

White

- [ ] the data trend shows an increase in the White enrollment rates
- [ ] the data trend shows a decrease in the White enrollment rates
- [x] the data trend shows no change and/or is flat in the White enrollment rates

Decline to State

- [ ] the data trend shows an increase in the Decline to State enrollment rates
- [ ] the data trend shows a decrease in the Decline to State enrollment rates
- [x] the data trend shows no change and/or is flat in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2021-22 = 5% African American, 27% Asian, 5% Filipinx, 30% Latinx, 1% Native American, 1% Pacific Islander, 28% White, 5% Unknown)

- [ ] yes
- [ ] no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

The enrollment of Latinx increased by about 3%. There is no significant (5% or higher) decrease or increase in other ethnicity groups.

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

- [ ] yes
- [x] no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

N/A

F. Student Course Success

Student Population Areas of Focus

Limits: **Course Credit Status** Credit

Course Success

Business & Social Sciences - Accounting-FH

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	6,485	88%	5,976	87%	6,059	89%	5,315	90%	4,023	88%
Non Success	345	5%	407	6%	300	4%	219	4%	227	5%
Withdrew	515	7%	469	7%	473	7%	382	6%	310	7%
Total	7,345	100%	6,852	100%	6,832	100%	5,916	100%	4,560	100%

Course Success by Race/Ethnicity
Business & Social Sciences - Accounting-FH

Course Success for Black, Latinx, and Filipinx Students

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,330	80%	1,212	80%	1,284	82%	1,137	82%	823	80%
Non Success	144	9%	150	10%	129	8%	90	6%	83	8%
Withdrew	186	11%	162	11%	160	10%	159	11%	120	12%
Total	1,660	100%	1,524	100%	1,573	100%	1,386	100%	1,026	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	5,155	91%	4,764	89%	4,775	91%	4,178	92%	3,200	91%
Non Success	201	4%	257	5%	171	3%	129	3%	144	4%
Withdrew	329	6%	307	6%	313	6%	223	5%	190	5%
Total	5,685	100%	5,328	100%	5,259	100%	4,530	100%	3,534	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

- ☐ the data trend shows an increase in the students' course success percentage
- ☑ the data trend shows a decrease in the students' course success percentage
- ☐ the data trend shows no change and/or is flat in the students' course success percentage

If the data trend shows an increase, decrease, or no change and/or is flat in students' course success percentage, explain what programmatic factors led to such a trend.

The success rates of all genders are between 80 to 91%. This is a significant and noteworthy achievement that speaks of dedicated faculty, focused students, supportive staff and management, and a satisfactory degree of support services such as tutoring and online help.

2. Do the data suggest changes are necessary to improve student course success?

- ☑ yes
- ☐ no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

N/A

b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

- ☐ the data trend shows an increase in the course success percentage
- ☑ the data trend shows a decrease in the course success percentage

☐ the data trend shows no change and/or is flat in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Unknown student groups?

☑ the data trend shows an increase in the course success percentage

☐ the data trend shows a decrease in the course success percentage

☐ the data trend shows no change and/or is flat in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Unknown student groups?

☑ yes

☐ no

If the data trend shows an increase, decrease, or no change/flat in course success gap, explain why the course success gap is flat, increased, or decreased.

N/A

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Unknown student groups?

☑ yes

☐ no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Unknown student groups?

1. Provide tutoring to them via Zoom during evenings and weekends.
2. Assign counselors to students with below-average success rates to provide perpetual help and support.

G. Student Course Success by Demographics

a. Student Course Success by Gender

The following questions concern student success rates by gender.

Course Success Rates by Group

Limits: **Course Credit Status** Credit

Success Rates by Gender
Business & Social Sciences - Accounting-FH

	2021-22							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	2,042	89%	106	5%	148	6%	2,296	100%
Male	1,912	88%	115	5%	156	7%	2,183	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	69	85%	6	7%	6	7%	81	100%
All	4,023	88%	227	5%	310	7%	4,560	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	2,787	90%	101	3%	206	7%	3,094	100%
Male	2,446	89%	116	4%	173	6%	2,735	100%
Non-Binary	1	100%	0	0%	0	0%	1	100%
Unknown gender	81	94%	2	2%	3	3%	86	100%
All	5,315	90%	219	4%	382	6%	5,916	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	3,090	90%	137	4%	209	6%	3,436	100%
Male	2,853	87%	161	5%	259	8%	3,273	100%
Non-Binary	1	100%	0	0%	0	0%	1	100%
Unknown gender	115	94%	2	2%	5	4%	122	100%
All	6,059	89%	300	4%	473	7%	6,832	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	3,244	88%	190	5%	241	7%	3,675	100%
Male	2,627	86%	215	7%	219	7%	3,061	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	105	91%	2	2%	9	8%	116	100%
All	5,976	87%	407	6%	469	7%	6,852	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	3,406	89%	171	4%	268	7%	3,845	100%
Male	2,986	88%	172	5%	242	7%	3,400	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	93	93%	2	2%	5	5%	100	100%
All	6,485	88%	345	5%	515	7%	7,345	100%

Success Rates by Ethnicity

Business & Social Sciences - Accounting-FH

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	1,853	93%	64	3%	83	4%	2,000	100%
Black	97	71%	20	15%	20	15%	137	100%
Filipinx	167	85%	10	5%	20	10%	197	100%
Latinx	656	79%	73	9%	100	12%	829	100%
Native American	13	87%	1	7%	1	7%	15	100%
Pacific Islander	16	57%	4	14%	8	29%	28	100%
Unknown ethnicity	83	90%	6	7%	3	3%	92	100%
White	1,138	90%	49	4%	75	6%	1,262	100%
All	4,023	88%	227	5%	310	7%	4,560	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	2,447	94%	57	2%	97	4%	2,601	100%
Black	139	73%	20	11%	31	16%	190	100%
Filipinx	245	87%	14	5%	22	8%	281	100%
Latinx	753	82%	56	6%	106	12%	915	100%
Native American	13	87%	0	0%	2	13%	15	100%
Pacific Islander	35	70%	8	16%	7	14%	50	100%
Unknown ethnicity	125	95%	2	2%	4	3%	131	100%
White	1,558	90%	62	4%	113	7%	1,733	100%
All	5,315	90%	219	4%	382	6%	5,916	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	2,871	93%	73	2%	153	5%	3,097	100%
Black	135	70%	29	15%	28	15%	192	100%
Filipinx	219	85%	17	7%	22	9%	258	100%
Latinx	930	83%	83	7%	110	10%	1,123	100%
Native American	13	87%	0	0%	2	13%	15	100%
Pacific Islander	36	82%	3	7%	5	11%	44	100%
Unknown ethnicity	384	91%	16	4%	20	5%	420	100%
White	1,471	87%	79	5%	133	8%	1,683	100%
All	6,059	89%	300	4%	473	7%	6,832	100%

	2018-19							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	2,988	91%	133	4%	165	5%	3,286	100%
Black	131	70%	23	12%	32	17%	186	100%
Filipinx	218	89%	13	5%	14	6%	245	100%
Latinx	863	79%	114	10%	116	11%	1,093	100%
Native American	21	78%	3	11%	3	11%	27	100%
Pacific Islander	30	75%	6	15%	4	10%	40	100%
Unknown ethnicity	136	87%	11	7%	9	6%	156	100%
White	1,589	87%	104	6%	126	7%	1,819	100%
All	5,976	87%	407	6%	469	7%	6,852	100%

	2017-18							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	3,131	91%	119	3%	185	5%	3,435	100%
Black	212	75%	35	12%	36	13%	283	100%
Filipinx	258	86%	19	6%	23	8%	300	100%
Latinx	860	80%	90	8%	127	12%	1,077	100%
Native American	15	88%	1	6%	1	6%	17	100%
Pacific Islander	25	76%	4	12%	4	12%	33	100%
Unknown ethnicity	146	94%	3	2%	6	4%	155	100%
White	1,838	90%	74	4%	133	7%	2,045	100%
All	6,485	88%	345	5%	515	7%	7,345	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. In the data table above, what does the data indicate about program course success by gender?

Females

- ☐ the data trend shows an increase in the female course success rates
- ☐ the data trend shows a decrease in the female course success rates
- ☑ the data trend shows no change and/or is flat in the female course success rates

Males

- ☐ the data trend shows an increase in the male course success rates
- ☐ the data trend shows a decrease in the male course success rates
- ☑ the data trend shows no change and/or is flat in the male course success rates

Non-Binary

- ☑ the data trend shows an increase in the non-binary course success rates
- ☐ the data trend shows a decrease in the non-binary course success rates
- ☐ the data trend shows no change and/or is flat in the non-binary course success rates

If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased, or decreased.

The success rates of all genders are between 86 to 100%. This is a significant and noteworthy achievement that speaks of dedicated faculty, focused students, supportive staff and management, and a satisfactory degree of support services such as tutoring and online help.

2. Do the data suggest changes are necessary to improve female, male, or non-binary student course success percentage rates?

- ☐ yes
- ☑ no

If yes, describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

1. Provide tutoring to them via Zoom during evenings and weekends.
2. Assign counselors to students with below-average success rates to provide perpetual help and support.

b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

- ☐ the data trend shows an increase in the African Americans course success rates
- ☑ the data trend shows a decrease in the African Americans course success rates
- ☐ the data trend shows no change and/or is flat in the African Americans course success rates

Asian

- ☑ the data trend shows an increase in the Asian course success rates
- ☐ the data trend shows a decrease in the Asian course success rates
- ☐ the data trend shows no change and/or is flat in the Asian course success rates

Filipinx

- ☐ the data trend shows an increase in the Filipinx course success rates
- ☑ the data trend shows a decrease in the Filipinx course success rates
- ☐ the data trend shows no change and/or is flat in the Filipinx course success rates

Latinx

- ☐ the data trend shows an increase in the Latinx course success rates
- ☐ the data trend shows a decrease in the Latinx course success rates
- ☑ the data trend shows no change and/or is flat in the Latinx course success rates

Native American

- ☑ the data trend shows an increase in the Native American course success rates
- ☐ the data trend shows a decrease in the Native American course success rates
- ☐ the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

- ☐ the data trend shows an increase in the Pacific Islander course success rates
- ☑ the data trend shows a decrease in the Pacific Islander course success rates
- ☐ the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

- ☐ the data trend shows an increase in the White course success rates
- ☐ the data trend shows a decrease in the White course success rates

☑ the data trend shows no change and/or is flat in the White course success rates

Decline to State

☐ the data trend shows an increase in the Decline to State course success rates

☐ the data trend shows a decrease in the Decline to State course success rates

☑ the data trend shows no change and/or is flat in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

The data does not show a decrease in any of the ethnic groups' success rates.

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

☑ yes

☐ no

If yes, describe the reasons for the gap in course success.

There is a gap between the success rate of Asians and White when compared to Black, Latinx, and Pacific Islanders. This could be due to a lack of support services such as available accounting tutors in the evening and on weekends as well as other instructional support-related services.

3. Do the data suggest that changes are necessary to improve program course success equality?

☑ Yes

☐ No

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

The majority of Black, Latinx and Pacific Islanders work during the day. It is important to provide tutoring to them via Zoom during evenings and weekends.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

Enrollment in accounting went down during Covid primarily because other colleges and universities increased their online offerings. Foothill College was no longer the pioneer in online offerings. To gain enrollment back, we must be visible on social media. This should be a team approach between the Marketing Department and the Accounting Department. In the past year, the Accounting Department reached out to get support from the Marketing Dept. The support has been dismal, ineffective, and disappointing. Unless we become visible and bold on social media, enrollment will continue suffering.

The majority of the students who take accounting courses at FC, take these courses online. That is due to working full or part-time during the day. We currently provide the bulk of tutoring hours in the afternoon from Monday to Thursday. We must provide tutoring based on students' availability and not tutors' availability. Providing tutors during the evenings and weekends would enhance student success rates, especially for those students who are facing an achievement gap.

Giving department chairs the authority to clear student prerequisites rather than wait until the overworked team in enrollment services can clear them would help with enrollment. As department chairs we often get prerequisite requests before they asked to submit their official paperwork. Students send us unofficial transcripts and we can evaluate these at the moment they are received, on evenings and weekends and over breaks rather than wait to get prerequisites through enrollment services. If we could get prerequisites cleared faster, enrollment would pick up.

Canceling classes two or three weeks before the start of a quarter is unwise in terms of serving students and in terms of enrollment. The majority of our classes are offered online and students don't rush to enroll in online classes the way they used to rush to enroll in face to face classes. Canceling classes early coupled with the reluctance to change sluggishly enrolled classes into 9 week or 6 week classes sends students to other colleges.

Self-Study Checklist

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- ☑ The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.

Career and Technical Education Programs Addendum 2022

A. Re-Accreditation Information

1. When was your last re-accreditation visit?

2017

2. Did the program maintain accreditation?

- [x] yes
- [ ] no

3. Were there any commendations/special mentions identified? If yes, please elaborate.

No

4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

None for accounting

5. What actions has the program taken to address the accreditation citations/recommendations? What barriers has the program faced in implementing improvements?

N/A

6. If applicable, what areas of concern were noted during the annual accreditation report?

N/a

B. Advisory Board

1. Did the program hold an annual advisory meeting each year of the five-year cycle?

- [x] yes
- [ ] no

2. Did the program submit advisory board meeting minutes each year of the five-year cycle?

- [x] yes
- [ ] no

3. Web link to meeting minutes?

No online link is available. Minutes were sent via email to the advisory board members and to Teresa Ong.

4. Were there any advisory board commendations/special mentions identified?

Yes

5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?

1. Developing certificates that are transcriptable
2. Increase enrollment by promoting courses on social media
3. Leveraging the flexibility of our quarter system by offering 6, and 9-week courses.
4. Aligning the courses more directly to the CPA exam and incorporating more technology into our classes.

6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?

1. Nine transcriptable courses were developed
2. Reached out to the Marketing Department to promote courses on the social media
3. Developed schedules that offer 6, and 9-week courses during the academic year
4. Incorporated Excel and other data analytics such as UiPath RPA software into each course

C. Regional Labor Demand

Visit https://foothill.edu/programreview/prg-rev-docs/cte-labor-demand-22-23.pdf to view your program data.

1. In the data table, what does the regional labor demand data trend indicate?

- [ ] the data trend shows an increase in labor demand
- [x] the data trend shows a decrease in labor demand

☐ the data trend shows no change and/or is flat in labor demand

2. Describe the regional demand for labor in this sector. If the projected data trend shows no change/flat, an increase, or decrease in labor demand, explain why.

The demand for auditors and accountants has gone down by 2%. The demand for payroll and billing clerks has gone down by about 20%.

D. Regional Labor Supply

Visit https://foothill.edu/programreview/prg-rev-docs/cte-labor-supply-22-23.pdf to view your program data.

1. In the data table, what does the regional labor supply data trend indicate?

☐ the data trend shows an increase in labor supply

☑ the data trend shows a decrease in labor supply

☐ the data trend shows no change and/or is flat in labor supply

2. Describe the regional supply for labor in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in labor supply, explain why.

The regional supply of labor has gone down slightly. Per Wall Street Journal, accountants are switching to finance and technology.

E. Regional Wages

Visit https://foothill.edu/programreview/prg-rev-docs/cte-regional-wages-22-23.pdf to view your program data.

1. In the data table, what does the wage data trend indicate?

☑ the data trend shows an increase in wages

☐ the data trend shows a decrease in wages

☐ the data trend shows no change and/or is flat in wages

2. Describe the regional trend for wages in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in wages, explain why.

With the exception of 2018-2019, wages have increased every year.

F. Program 13.5 Course Completion

Program 13.5 Course Completion					
Unduplicated Headcount	2017-18	2018-19	2019-20	2020-21	2021-22
Accounting	660	677	726	619	483
Horticulture	50	57	44	44	26
Personal Trainer	6	11	5	8	8
Vet Tech / Assisting	58	54	61	66	61

CTE courses offered between 2017-18 and 2021-22 that were used to retrieve completion counts include the following:
Accounting: ACTG 1A, 1B(H), 1C(H), 51ABC, 52-54, 58-60, 64AB, 65-67, 68AB, 75, 76.
Horticulture: HORT 10, 15, 21-26, 30, 31, 40, 45, 52CEGH, 54ABCJKL, 55A, 60BCDFJ, 80ABCDI, 90CDGHIMPQSUVXYZ, 91AC.
Personal Trainer: KINS 8A, 8B, 9, 15, 48, 53, 81.
Vet Tech / Assisting: VT 50ABCDEF, 51, 51ABCDEF, 52AB, 53ABC, 54AB, 55, 56, 57L, 58L, 60, 61, 66, 70, 70R, 71R, 72, 72R, 73R, 75ABC, 81, 83, 84, 84L, 85, 86, 87AB, 88A, 89, 91-93, 95.

1. In the data table, what does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within your program?

☐ the data trend shows an increase in the number of students completing the 13.5 CTE units

☑ the data trend shows a decrease in the number of students completing the 13.5 CTE units

☐ the data trend shows no change and/or is flat in the number of students completing the 13.5 CTE units

2. If the data trend shows no change/flat, an increase, or decrease in the number of students completing the 13.5 CTE units, explain why.

There has been a slight decrease in the number of students who are taking CTE units. The reduction rate is far below the national rate for non-CTE units.

G. Program Graduate Employment Rates

Visit https://foothill.edu/programreview/prg-rev-docs/cte-graduate-employment-rates-22-23.pdf to view your program data.

1. In the data table above, what does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?

☐ the data trend shows an increase in graduate employment

☐ the data trend shows a decrease in graduate employment

☑ the data trend shows no change and/or is flat in graduate employment

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows no change/flat, an increase, or decrease, explain why.

There is not a significant fluctuation in the graduate employment rate. The rate over the past five years has been less than five percent.

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