

Program Name:
Program Contact:
Academic Year:
Status:
Updated on:

1. Description of Program (200-400 words)

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

Career and technical education: The accounting program offers six CTE tracks.

1. **Accounting assistant:** Students can learn the skills required to succeed as an entry-level accounting assistant in one or two semesters. Students who complete this program are well prepared to succeed as a bookkeeper, accounts payable assistant, or accounts receivable assistant. No bachelor's degree is required.
2. **CPA exam preparation:** Students who already have a bachelor's degree can complete the education requirements to sit for the CPA exam. Students who complete this program are well prepared to pass the CPA exam and make a career transition to a mid-level or high-level job in the fields of accounting or finance.
3. **Entry-level tax preparer:** Students can learn the skills required to succeed as an entry-level tax preparer in one or two semesters. Students who complete this program with the required hours qualify to become California Tax Education (CTEC) Registered Tax Preparers, which is the minimum level required for entry-level paid tax preparers in California. These students can succeed as an entry-level tax preparer at a small or mid-size tax preparation office. No bachelor's degree is required.
4. **Enrolled Agent exam preparation:** Students can complete a series of classes to prepare for the IRS Enrolled Agent exam. Students who complete this program are well prepared to pass the EA exam and make a career transition to a mid-level or high-level job in the field of tax preparation. No bachelor's degree is required.
5. **Continuing education for tax preparers:** All tax preparers, including CPAs, Enrolled Agents, and CTEC preparers are required to complete continuing education courses each year. The accounting program has successfully developed a series of courses to meet the continuing education needs of tax professionals.
6. **Volunteer Income Tax Assistance (VITA):** The VITA program prepares tax returns for low income individuals and families at no cost to the taxpayer. Students in the VITA program receive classroom training and then volunteer to serve as a tax preparer at the CSM VITA site. Students will develop and enhance a number of soft skills such as problem solving, teamwork, critical thinking and leadership which are considered valuable to entry-level accounting professionals.

The accounting program also achieves the core mission of the college by offering the following degrees and certificates:

- Associate in Arts Degree in Accounting

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- Certificate of Achievement in Accounting
- Certificates of Specialization:
 - Accounting Assistant
 - Accounting Essentials for Business Professionals
 - Advanced Accounting Knowledge
 - Enrolled Agent Exam Preparation
 - Individual Tax Professional
 - Personal Financial Planning
 - Tax Preparer I
 - Tax Preparer II

2. Results of Previous Program Review (200-500 words)

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

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

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

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

VITA (Volunteer Income Assistance Program)

End of Season Tax party for all students participating in VITA

“Meet the Firm” opportunity with local CPA firms

PwC Networking Events

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

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

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

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

3. Current Program Review (200-400 words)

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College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

a) Student population equity

Over the past three years the accounting program retention rate has averaged 93% and the success rate has averaged approximately 76%. The success and retention rates between traditional and online courses are fairly close together. This speaks to the quality of our online programs and the older, more mature students in many of our online programs. Given the demanding nature of accounting courses, we believe our high retention and success rates represent a significant achievement for our accounting program. Our retention and success rates are in line with results for the college as a whole.

However, when disaggregated, a few opportunity gaps present themselves, particularly for Hispanic students. According to the program's Student Success and Core Program Indicators, the success rate for Hispanic students is 52.6%. We are actively working to address the needs of Hispanic students.

We are actively trying to increase our enrollment of Black students who make up only 2.7% of students enrolled in our programs. Unfortunately, Black students have success and retention numbers similar to those of Hispanic students. We plan to meet with the Puente advisors and Umoja to try to increase student enrollment and to learn/understand how we can better serve and support these students. Distance education success and retention rates are similar to traditional instruction for our two largest Accounting classes (Financial and Managerial). This has been consistent over the last three years. Hispanic students actually do better in DE compared to traditional classes in these two classes. We plan to investigate why success and retention rates are more successful in the DE mode. We have worked very hard to provide outstanding instruction in both face to face and online teaching modes and the data support this.

All accounting courses are taught in a professional manner, and all students are treated equally regardless of gender, ethnicity, or other factors. We keep the academic rigor at a high level to provide students with a smooth transition to the coursework at a four-year college or university.

We encourage all students to use the Learning Center, where they can benefit from the help of an accounting tutor and a structured learning environment. In addition to tutoring the Learning Center also

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offers student success coaching and proctored exam services. Faculty routinely assess individual student performance through regular assignments such as homework, quizzes, and tests. Professors speak individually with students who may need assistance succeeding in the course. When speaking with a struggling student the professor may recommend accessing college resources such as the DSPS Program, the EOPS program, the Learning Center, Personal Counseling & Wellness Services, and Counseling Services.

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
<p>1.</p> <p>Over the past three years the accounting program retention rate has averaged 86% and the success rate has averaged 71%. Year-to-year differences have not been material. The success and retention rates between traditional and online courses are fairly close together. This speaks to the quality of our online programs and the older, more mature students in many of our online programs. Given the demanding nature of accounting courses, we believe our high retention and success rates represent a significant achievement for our accounting program. Our retention and success rates are in line with results for the college as a whole.</p>	<p>1.</p> <p>Over the past three years the accounting program retention rate has averaged 86% and the success rate has averaged 71%. Year-to-year differences have not been material. The success and retention rates between traditional and online courses are fairly close together. This speaks to the quality of our online programs and the older, more mature students in many of our online programs. Given the demanding nature of accounting courses, we believe our high retention and success rates represent a significant achievement for our accounting program. Our retention and success rates are in line with results for the college as a whole.</p>	<p>1.</p> <p>Over the past three years the accounting program retention rate has averaged 86% and the success rate has averaged 71%. Year-to-year differences have not been material. The success and retention rates between traditional and online courses are fairly close together. This speaks to the quality of our online programs and the older, more mature students in many of our online programs. Given the demanding nature of accounting courses, we believe our high retention and success rates represent a significant achievement for our accounting program. Our retention and success rates are in line with results for the college as a whole.</p>

b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
 - interventions implemented
 - any successes in closing gaps

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- o ongoing challenges

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
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4. Planning

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps.** Your summary should explain:

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Continue to develop new CTE courses to better prepare students for the workplace. We have added Accounting Ethics, Financial Statement Analysis Survey, Personal Investing, and Financial Management. As shown in our data analysis our students'		Increase the number of students transferring, completing certificates, and obtaining summer internships.	ongoing	Heath, Li	n/a

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<p>retention and success rates exceed the college. Faculty load exceeds the college goal by 4%. As stated in previous program reviews we believe we could improve this even more if we were able to add additional classes.</p>					
<p>2. Continue to offer community outreach events to enable students to learn about career opportunities and enhance the CSM accounting brand.</p>	<p>In the past year we have offered the following community programs: VITA (Volunteer Income Assistance Program) End of Season Tax party for all students participating in VITA "Meet the Firm" opportunity with local CPA firms How to become a CPA, hosted by the new CalCPA Campus Ambassador to CSM</p>	<p>Increase the number of students transferring and obtaining summer internships.</p>	<p>ongoing</p>	<p>Heath</p>	<p>n/a</p>
<p>3.</p>					

4. CE Only

We offer a wide variety of Accounting Certificates. These programs are detailed in the Program Description. We believe our programs are successful given the growth in the number of students in our classes. We continue to partner with the Strong Workforce Development group to support our programs. We developed a video to market our programs. We have also developed successful relationships with various local and international accounting firms to support the hiring and training of our students. We maintain a database of over 10,000 former and current students to advertise jobs in accounting and announce important program information. Our students successfully transition to four year universities, graduate programs in Accounting, and jobs in industry and government. Based on the data below the job market for Accountants continues to be strong.

The Bureau of Labor Statistics shows the following information nationally for accountants and auditors (<https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm>):

<u>2022 Median Pay</u>	\$78,000 per year \$37.50 per hour
<u>Typical Entry-Level Education</u>	Bachelor's degree
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2022</u>	1,538,400
<u>Job Outlook, 2022-32</u>	4% (As fast as average)
<u>Employment Change, 2022-32</u>	67,400

Employment data (by Program Top Code) from the State Chancellor's Office:

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx

Based on the Perkins data we are meeting or exceeding our goals across the five Core areas Skill Attainment, Competence, Persistence, Employment and Nontraditional employment. We appear to be weakest in supporting students with disabilities and students with limited English proficiency primarily in the areas on employment and nontraditional employment. The issue seems to be in completion of the program. However, the numbers were small 3 and 19 students respectively so it is difficult to make any significant inferences from the data. We believe that withdrawal from programs for these students during Covid has been higher due to lack of resources. When we return to campus we should see improvement in these areas.

Based on current data from EDD (<https://data.edd.ca.gov/Employment-Projections/Long-Term-Occupational-Employment-Projections-San-/i4s7-jayj/data>) job demand for Accountants and Auditors (SOC level 4 SOC code 13-2011) in San Mateo County is expected to grow by 16% annually.

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- a) Summarize [student outcomes](#) in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.

The majority of our students in Financial and Managerial Accounting are planning to transfer. They may not obtain a Transfer degree so it's difficult to track this. We also have many students who are taking our CPA prep courses who complete the course work but do not apply for the Certificate. In the past we believed the Certificates to be an important Marketing Tool for our programs. However, in light of the benefits we collapsed many of the CPA prep certificates into one Advanced Accounting certificate in hopes that this will increase the number of completed certificates

Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc).

The Advisory Council members are listed below:

Vincent Li, Full-time faculty
Stephen Heath, Full-time Faculty
Sean Li, CPA PWC
Stephanie Cheung, Google
Divia Cajero, PWC
Dania Lopez, PWC

Informal discussions with members of our board indicated their support with our programs and support for expanding course offerings. They are also supportive of our efforts to ensure our students are job ready through our certificate programs.

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

Changes to the CPA exam have been the dominant topic of our most recent meetings. Demand for Accountants is strong. This includes students enrolled in our Certificate Programs as well as students transferring to 4 year institutions. As stated in other areas of our Program Review we have developed strong relationships with local and international (Big Four) CPA firms. All have expressed interest in hiring our graduates for non degree and BS degree required jobs. Until the workplace is considered safe to go back to all positions offered are virtual and demand continues to be strong.