




# SKYLINE CPR Report

## SKY Dept - Accounting

Michael Kane		05/08/2023
Jessica Hurless		05/03/2023
Bianca Rowden-Quince	 <small>Bianca Rowden-Quince (May 10, 2023 13:20 PDT)</small>	05/10/2023
Vinicio Lopez	 <small>Vinicio Lopez (May 3, 2023 12:00 PDT)</small>	05/03/2023

# Program Information

## Assessment Unit Information

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**Program Type**

Instructional

**Division**

Business, Education, & Professional Programs (BEPP)

**Assessment Contact**

Hellen Zhang

**Comprehensive Program Review**

2022 - 2023

**Program Review Update**

Fall 2025, Fall 2027

# SKY Instructional Comprehensive Program Review

2021 - 2022

## Instructional Comprehensive Program Review

### Submitter Name:

Hellen Zhang

## BACKGROUND

### 1.A. DIVISION:

Business, Education, and Professional Programs (BEPP)

### PROGRAM NAME:

Accounting

### 1.B. YEAR OF REVIEW:

2022-2023

### 1.C. PROGRAM REVIEW TEAM

Michael Kane, Dean, Business, Education & Professional Programs. Provided support, and assistance to Hellen Zhang

Hellen Zhang, Accounting, Coordinator/Professor. Hellen teaches accounting, and IRS Vita program for the Accounting Department, SPOL entry and narrative.

Tony Viertel, Accounting, Tenure-track Faculty. Tony is the first semester teaching accounting courses in Skyline, reviewed the courses, certificates, provided suggestions and participated for the process.

David Hall, Accounting, Instructional Aide and works as an IRS VITA program coordinator at Shine College, provide suggestions, reviewed the courses and support for the process.

Richard Claire, Accounting, Adjunct Instructor, provided suggestions and support for the process.

Alexander Korniaikov, Accounting, Adjunct Instructor, Alexander teaches accounting and tax courses , provided suggestions and support for the process.

### 1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:

i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."

Program Spotlight (Please update the information on Skyline college website)

Enroll in the Accounting program for a challenging academic experience that will prepare students for a variety of positions in the accounting field. Many students find part-time employment in the accounting field after completing the first accounting courses in the program and continue to work while fulfilling the rest of their program requirements.

The accounting department strives to serve all students with rigor and respect and provide the highest level of instruction to ensure student success. The department has two priorities: provide required core courses

## SKY Instructional Comprehensive Program Review

for all business program degrees and certificates including the Associate in Science Degree in Business Administration for Transfer; and four Certificates in Accounting: Accounting Certificate of Achievement, Accounting Clerk Career Certificate, Accounting Clerk in Government Accounting Certificate of Specialization, and Individual Tax Preparer Certificate of Specialization for students looking to get a leg up in the workplace. The department also supports various work force development training programs, such as IRS VITA program.

The department provides:

- " business program students with a solid foundation in accounting principles
- " knowledge and critical thinking skills needed to evaluate business and accounting information
- " an understanding of the legal environment as it relates to business ethical implications
- " basics of information technology and accounting software applications
- " effective oral and written business communication using appropriate technologies
- " integration of economic concepts and how they affect business
- " certificates and degrees in accounting and taxation leading to gainful employment in accounting and taxation
- " Certificates and degrees in accounting for students to transfer to four-year institutions

### ii. Alignment with the College Values:

Social Justice, Campus Climate, Open Access, Student Success and Equity, Academic Excellence, Community Partnership, Participatory Governance, Sustainability

**For each chosen Value, provide a concrete example of how each connects to your program.**

#### \* Social Justice

We are committed to a comprehensive diversity framework that promotes social justice throughout all policies, procedure, and practices of the College.

The Accounting Program is committed to providing everyone with equal academic, social connection, and professional opportunities. Accounting aims to open the doors of access and opportunity for everyone, particularly those in greatest need of higher education opportunities.

#### \* Campus Climate

We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

The Accounting Program philosophy is geared toward the mutual respect for all students. The Accounting Program's instruction and student services are dedicated to providing every student with an avenue to success.

#### \* Open Access

We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparedness, socioeconomic status, gender, gender expression, sexual orientation, cultural, religious, or ethnic background, or disability status. We are committed to providing students with open access to programs and responsive student services both in person and online that enable them to advance steadily toward their goals.

The Accounting Program is committed to providing services and opportunity for every single student of the community for the purpose of their personal or professional benefit.

#### \* Student Success and Equity

We value students' success in achieving their goals, on time, and strengthening their voices as they transform their lives through their educational experience. We aim to identify and address equity gaps through evidence-based research to ensure that each student has the opportunity to succeed.

# SKY Instructional Comprehensive Program Review

The Accounting Program aims to strengthen the voices by gathering student's data and testimonials to access what is the best equitable solutions and intentional purposeful outcomes for student's personal and professional benefit.

## \* Academic Excellence

We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, a Baccalaureate Degree, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curricula and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

The Accounting Program is structured to provide California State University electives units to student. The Accounting Program has two priorities: provide required core courses for all business program degrees and certificates including the Associate in Science Degree in Business Administration for Transfer; and four Certificates in Accounting: Accounting Certificate of Achievement, Accounting Clerk Career Certificate, Accounting Clerk in Government Accounting Certificate of Specialization, and Individual Tax Preparer Certificate of Specialization for students looking to get a leg up in the workplace. The department also supports various work force development training programs, such as IRS VITA program. The students with the accounting career certificates may through reworking in either paid or unpaid accounting job opportunities. Accounting Program also to provide academic opportunity to students who may not be able to enroll in traditional classes for their academic progression.

## \* Community Partnership

We value a deep engagement with a community we serve through collaborating with CalCPA, industry, non-profits, government and the arts. Valuing our role as an academic and cultural center, we are dedicated to meeting the needs of the labor market and community.

The Accounting Program is committed to establishing intentional partnerships with community organizations, and industry professionals for the benefit of students personal and professional development.

## \* Participatory Governance

We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

Accounting Department, Professor Claire was member of Academic Senate , Professor Zhang served Curriculum Committee and Academic Senate for several years. We are willing and continuing to serve and participate for governance.

## \* Sustainability

We value an institutional culture that is committed to environmental sustainability and justice. We are committed to the tenet of sustainability, "To meet present needs without compromising the ability of future generations to meet their needs."

# SKY Instructional Comprehensive Program Review

## 1.E. PROGRAM PERSONNEL

i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:

ii. **Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.**

Since the last CPR, Professor Linda Whitten has retired and left the program on June 2022. Hellen Zhang became the program coordinator. One new Tenure-Track instructor, Tony Viertel, was hired on August 2022. This has had a profound effect on the overall culture of the program. Hopefully the new faculty member may brought to the program a renewed emphasis on diversity, equity, and inclusion.

## 1.F. PROFESSIONAL DEVELOPMENT

i. **Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.**

Instructors in the program continue to engage in professional development opportunities to stay up to date on Accounting content knowledge, teaching methods, and diversity- equity-and-inclusion.

Instructors in the program continue to engage in professional development opportunities to stay up to date on Accounting content knowledge, teaching methods, and diversity- equity-and-inclusion.

The coordinator and faculty are all trained and qualified in online teaching, such as the Canvas and publisher websites. Additionally, Hellen Zhang attended most of the District trainings, such as Microsoft 365, Team-Meetings, Overcoming Inbox Overwhelm and Manage Your Project...Nerveless, Zhang attended the SMCCCD QOTL 2 - Fall 2021 Cohort, and the ACUE mini-credential training program for the Bay Region Community College CTE Faculty on spring 2022.

We attended ACBSP annual conference every year still 2016 and Linda Whitten presented and co-hosted the ACBSP Region 7. Unfortunately, we have been turned down for conferences by the short-term development committee. This has resulted in a decrease of conference attendance in the department.

Over the next year, the department faculties would like to find new ways to improve pedagogy for both face-to-face and distance classes. We continue to work with the CTTL to improve our canvas sites.

ii. **Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.**

Not at present

## **CURRENT STATUS**

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### 2.A. ACHIEVEMENTS

**Describe the program's achievements since the last CPR.**

Consideration may include, but not limited to:

Successful and/or innovative programming, initiatives and plans

The accounting department has done an excellent job in assuring that students complete the course SLOs. We are not concerned that students are not learning the proper material.

New or updated curriculum

The department created a new course, ACTG200 QuickBooks, to replace ACTG144 and ACTG145. In this way, will be easier for students to navigate and register the course.

In-reach/outreach efforts

## SKY Instructional Comprehensive Program Review

Build a strong relationship with CalCPA, that provide more professional education, jobs and scholarship opportunities for students. The connection with IMA Education and Career Services institution that provide professional education and prepare for the professional certification exam.

Technology or operational improvements

With trainings of the Canvas and other new technology programs, the department improves the online teaching in many different ways.

Successful use of data to improve student outcomes and equity

Maintenance of high levels of excellence

New degrees, certificates, and/or pathways

The department has created three new accounting certificates since last CPR.

One of the Program's goals is to offer courses that provide an opportunity for students to critically analyze past and current political theories, institutions and regimes. To emphasize students' role as intelligent, independently thinking and acting young women and young men cognizant of their inherent power in impacting the political process and decisions that affect their lives as residents of a democratic society. Since the last CPR, the Program has updated the curriculum, revised the course sequence to streamline students' path to transfer, created more new accounting courses, begun offering several accounting program and career certificates., and started exploring the use of OER textbooks for students.

### **2.B. IMPACTS ON PROGRAM**

**Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.**

The recent downward trend in CCC enrollment statewide has impacted enrollment in the program. COVID disrupted instruction significantly.

# SKY Instructional Comprehensive Program Review

## ACCESS

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### 3.A. PROGRAM ENROLLMENT

### 3.B. EQUITABLE ACCESS

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:

## EFFECTIVENESS

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### 4.A. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:

### 4.B. INDIVIDUAL COURSE SUCCESS RATES

### 4.C. COURSE AND PROGRAM SLO RESULTS

What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:

i. What percentage of course SLOs have been assessed during the past five years?

### 4.D. COURSE ENHANCEMENTS

### 4.E. DEGREES AND CERTIFICATES

List each of the degrees and certificates separately. Comment on the number and trends in degrees/certificates awarded by your program. Specific questions to answer in your responses:

### 4.F. LABOR MARKET CONNECTION

### 4.G. STUDENT FEEDBACK

### 4.H. CURRICULUM

Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please indicate whether the following tasks have been completed.

**Secured approval of updated courses by the Curriculum Committee**

Yes

**Updated the Improvement Platform with new or changed SLOs, and requested from PRIE the addition of new courses after approval by the Curriculum Committee.**

Yes

**Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness**

Yes

**Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee**

Yes

## KEY FINDINGS

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Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

### 5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

Strengths:

ACBSP accreditation for the department; and no equity gaps in the student population



# SKY Instructional Comprehensive Program Review

## Weaknesses:

Even though the retention rate looks good, the drop rate was high

## Opportunities:

Potentially dual enrollment. As the baby boomer has arrived, seventy-five percent of CPAs going to retire. CPAs are in demand which, and I believe there will be more students enrolling in accounting courses.

## Adjunct faculty needs

Our program carries a major portion of our division's load. We have roughly 20 courses that we offer in the accounting and taxation area. Add to this the fact that our courses address key career education areas, which provide the knowledge and skills for students to build their future professional foundation. Yet, the staffing of our program does not match this reality. We need a faculty to teach the taxation course.

Another major challenge we are also facing is the return to campus. We have small class numbers in F2F classes, but some students are out due to positive COVID tests and family emergencies.

2022 - 2023

## Instructional Comprehensive Program Review

### Submitter Name:

Hellen Zhang

### Submission Date:

10/02/2022

## BACKGROUND

### 1.A. DIVISION:

Business, Education, and Professional Programs (BEPP)

### PROGRAM NAME:

Accounting

### 1.B. YEAR OF REVIEW:

2022-2023

### 1.C. PROGRAM REVIEW TEAM

Michael Kane, Dean, Business, Education & Professional Programs. Provided support, and assistance throughout the CPR process.

Hellen Zhang, Accounting, Professor. Hellen teaches accounting, and IRS VITA program for the Accounting Department. Hellen reviewed the courses, certificates, provided suggestions and participated in the process.

Tony Viertel, Accounting, Coordinator/Tenure-track Faculty. Tony is the first semester teaching accounting courses in Skyline, reviewed the courses, certificates, and provided suggestions and participated in the process.

David Hall, Accounting, Instructional Aide, also works as an IRS VITA program coordinator at Shine College. David provided suggestions, reviewed the courses, and provided support for the process.

# SKY Instructional Comprehensive Program Review

Richard Claire, Accounting, Adjunct Instructor. Richard teaches QuickBooks and provided suggestions and support for the process.

Alexander Korniaikov, Accounting, Adjunct Instructor. Alexander teaches accounting and tax courses and provided suggestions and support for the process.

The coordinator and faculties are all trained in online teaching.

## **1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:**

### **i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."**

Program Spotlight (Please update the information on the Skyline College website)

Enrolling in the Accounting program is a challenging academic experience that will prepare students for a variety of positions in the accounting field. Many students find part-time employment after completing the first accounting courses and continue to work while fulfilling the remaining program requirements.

The accounting department strives to serve all students with rigor and respect and to deliver the highest level of instruction to ensure student success. The department has two priorities: to provide the required core courses for all business program degrees and certificates, and to support various workforce development training programs such as the IRS VITA program.

The department provides:

- " business program students with a solid foundation in accounting principles
- " knowledge and critical thinking skills needed to evaluate business and accounting information
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- " effective oral and written business communication using appropriate technologies
- " integration of economic concepts and how they affect business
- " four certificates: Accounting Certificate of Achievement, Accounting Clerk Career Certificate, Accounting Clerk in Governmental Accounting, and Individual Tax Preparer Certificate
- " Accounting AS Degree for students to transfer to four-year institutions

### **ii. Alignment with the College Values:**

Social Justice, Campus Climate, Open Access, Student Success and Equity, Academic Excellence, Community Partnership, Participatory Governance, Sustainability

**For each chosen Value, provide a concrete example of how each connects to your program.**

#### \* Social Justice

The Accounting Program is committed to providing everyone with equal academic, social connection, and professional opportunities. Diversity within the program reflects the student population within the area.

#### \* Campus Climate

We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

The Accounting Program philosophy is geared toward the mutual respect for all students. The Accounting Program's instruction and student services are dedicated to providing every student with an avenue to success.

#### \* Open Access

We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparedness, socioeconomic status, gender, gender expression, sexual

## SKY Instructional Comprehensive Program Review

orientation, cultural, religious, or ethnic background, or disability status. We are committed to providing students with open access to programs and responsive student services both in person and online that enable them to advance steadily toward their goals.

The Accounting Program is committed to providing services, such as the IRS VITA program, and opportunities, such as open enrollment and membership in Cal CPA, to interested students.

### \* Student Success and Equity

We value students' success in achieving their goals, on time, and strengthening their voices as they transform their lives through their educational experience. We aim to identify and address equity gaps through evidence-based research to ensure that each student has the opportunity to succeed.

The Accounting Program aims to strengthen the voices by gathering student's data and testimonials to access what is the best equitable solutions and intentional purposeful outcomes for student's personal and professional benefit.

### \* Academic Excellence

We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, a Baccalaureate Degree, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curricula and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

The Accounting Program has two priorities: provide required core courses for all business program degrees and certificates including the Associate in Science Degree in Business Administration for Transfer; and four Certificates in Accounting: Accounting Certificate of Achievement, Accounting Clerk Career Certificate, Accounting Clerk in Government Accounting Certificate of Specialization, and Individual Tax Preparer Certificate of Specialization for students looking to get a leg up in the workplace. The department also supports various work force development training programs, such as IRS VITA program. The students with the accounting career certificates may through reworking in either paid or unpaid accounting job opportunities. Accounting Program also to provide academic opportunity to students who may not be able to enroll in traditional classes for their academic progression.

### \* Community Partnership

We value a deep engagement with a community we serve through collaborating with CalCPA, industry, non-profits, and government. Valuing our role as an academic and cultural center, we are dedicated to meeting the needs of the labor market and community.

### \* Participatory Governance

We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

Accounting Department, Professor Claire was a member of the Academic Senate, Professor Zhang served on the Curriculum Committee and Academic Senate for several years. We are willing to continue serving and participating for governance.

### \* Sustainability

We value an institutional culture that is committed to environmental sustainability and justice. We are committed to the tenet of sustainability, "To meet present needs without compromising the ability of future generations to meet their needs." We discuss with our students the importance of using less plastic and how businesses can profit from a having a business plan that includes caring for the planet.

# SKY Instructional Comprehensive Program Review

## **1.E. PROGRAM PERSONNEL**

**i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:**

**Full-time Faculty FTE:**

2.234

**Adjunct Faculty FTE:**

0.734

**Classified Professionals FTE:**

0.672

**Manager/ Director FTE:**

0

**Dean FTE (if applicable):**

1

**ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.**

Since the last CPR, Professor Linda Whitten retired in June 2022 and Hellen Zhang became the program coordinator in June 2022. One new Tenure-Track instructor, Tony Viertel, was hired in August 2022 and became the program coordinator in January 2023.

## **1.F. PROFESSIONAL DEVELOPMENT**

**i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.**

Instructors in the program continue to engage in professional development opportunities to stay up to date on Accounting content knowledge, teaching methods, and diversity- equity-and-inclusion.

The coordinator and faculty are all trained and qualified in online teaching, such as the Canvas and publisher websites. Additionally, Hellen Zhang attended most of the District trainings, such as Microsoft 365, Team-Meetings, Overcoming Inbox Overwhelm and Manage Your Project... Nerveless, Zhang attended the SMCCCD QOTL 2 - Fall 2021 Cohort, and the ACUE mini-credential training program for the Bay Region Community College CTE Faculty on spring 2022.

Hellen Zhang and Linda Whitten attended ACBSP annual conference every year until 2016 and Linda Whitten presented and co-hosted the ACBSP Region 7. While engagement in professional development opportunities has been nonexistent during the past four years, going forward, the department is committed to exploring opportunities beyond what is offered by the district.

Over the next year, the department faculties would like to find new ways to improve pedagogy for both face-to-face and distance classes. Hellen Zhang and Tony Viertel will continue to work with the CTTL to improve our canvas sites.

**ii. Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.**

Not at present

## **CURRENT STATUS**

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### **2.A. ACHIEVEMENTS**

**Describe the program's achievements since the last CPR.**

Consideration may include, but not limited to:

- The creation of new certificates.

## SKY Instructional Comprehensive Program Review

- Fruitful collaborations beyond the program: membership and partnership with BAEC, Cal CPA, and Kappa Beta Delta.
- New or updated curriculum (2022-2023): all accounting courses, certificates, and programs have been update to reflect current trends.
- In-reach/outreach efforts (ongoing): participation in Career and Technical Education Programs (CTE) Day.
- Technology or operational improvements (ongoing): participation in district and CTTL training.
- Successful use of data to improve student outcomes and equity (ongoing): review student outcome results to update and improve course content.
- New degrees, certificates, and/or pathways : The Accounting Clerk Career Certificate (2017), Accounting Clerk in Governmental Accounting (2018), and the Accounting Certificate of Achievement (2018).

One of the Program's goals is to offer courses that provide an opportunity for students to critically analyze past and current political theories, institutions and regimes. To emphasize students' role as intelligent, independently thinking and acting young women and young men cognizant of their inherent power in impacting the political process and decisions that affect their lives as residents of a democratic society. Since the last CPR, the Program has updated the curriculum, revised the course sequence to streamline students' path to transfer, created more new accounting courses, begun offering several accounting program and career certificates., and started exploring the use of OER textbooks for students.

### **2.B. IMPACTS ON PROGRAM**

**Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.**

The recent downward trend in CCC enrollment statewide has impacted enrollment in the program. Because enrollment overall has decreased, enrollment in Skyline and in the Accounting Department has also decreased (see 3.A for enrollment statistics). COVID disrupted instruction significantly by requiring all instruction to be delivered through Zoom and other online methods. Some students and instructors were not prepared for the immediate shift to online instruction.

## **ACCESS**

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### **3.A. PROGRAM ENROLLMENT**

**What enrollment trends do you observe, and what may account for these trends?**

What enrollment trends do you observe, and what may account for these trends?

Enrollment in the accounting department has been declining yearly from the 2016-2017 term to the most recent measured term of 2020-2021.

- The peak enrollment period was the 2016-2017 term, with a total headcount of 1,487. This was also the peak enrollment period for the college when the total headcount was 55,734.
- In the 2017-2018 period, the headcount declined to 1,251, a 15.85% decline. For the college overall, the headcount declined to 52,691, resulting in a 5.46% decline.
- In the 2018-2019 period, the headcount declined to 991, a 20.78% decline. This is the highest decline of all the periods measured. For the college overall, the headcount declined to 50,989, resulting in a 3.23% decline.

## SKY Instructional Comprehensive Program Review

- In the 2019-2020 period, the headcount declined to 869, a 12.31% decline. For the college overall, the headcount declined to 50,224, resulting in a 1.50% decline.
- In the 2020-2021 period, the headcount was 867. This is steady with the previous school year. However, for the college overall, the headcount declined to 49,606, resulting in a 1.23% decline

Enrollment has been declining in high schools due to declining birth rates and families moving out of the area has negatively influenced enrollment at Skyline. Enrollment dropped during the 2019-2020 period because of the pandemic. During this time period, more women were forced to discontinue their education to care children and relatives. It is also speculated that community college students may have been struggling with family finances and affordability, as well as online learning during this period.

### **3.B. EQUITABLE ACCESS**

**Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:**

**i. PROGRAM ACCESS: How do your program enrollment demographics compare to that of the College as a whole and/or Division? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?**

While the Asian student population has been steady over the last five years at 20%, they make up around 29% of the accounting program. As of 2021, White Non-Hispanic comprises approximately 21% of the college population but only 16.1% of accounting students. The lowest enrollment ethnicities at the college are Black-Non-Hispanic, 2.8%, and Pacific Islanders, 1.4%. These ethnicities are also the lowest enrolled in accounting courses. Black-Non-Hispanic students account for 2.3% of accounting students and Pacific Islanders account for 1% of of accounting students.

The external factor affecting Black-Non-Hispanic and Pacific Island students' representation on campus and in our programs is the lack of representation of these groups living in San Mateo County. Another factor is the lack of recruitment of these students by the accounting department.

**ii. COURSE ACCESS: Provide analysis of enrollment trends for each course. Which course(s) have declining enrollment, and why might that be the case? What insights do you gain from the impact of course offering patterns?**

- ACTG100 (Accounting Procedures) Enrollment has been slowly declining since FA16. Enrollment has been stabilized at 40 per semester for the last school year.
- ACTG103 (Ten-Key Skills) Enrollment has declined slightly in recent years.
- ACTG121 (Financial Accounting) Enrollment has been declining since SP20, the start of the pandemic.
- ACTG131 (Managerial Accounting) Enrollment has been declining since FA18.
- ACTG144 (QuickBooks: Service Business) Enrollment has remained consistent.
- ACTG145 (QuickBooks: Merchandising Business) Enrollment has remained consistent.

## SKY Instructional Comprehensive Program Review

- ACTG154 (Governmental and Nonprofit Accounting) Course peaked at 21 in FA16. Enrollment was 17 in SP18 and 14 in FA20.
- ACTG156 (International Accounting) Not enough data to determine a trend. The course was offered in SU17.
- ACTG169 (Accounting Ethics) Enrollment peaked in SP19 and has been 15 in SP20 and 16 in SP21
- ACTG171 (Federal Income Tax) Course is offered in the fall and enrollment is holding steady
- ACTG172 (Business Income Taxes) Course is offered in the spring and enrollment is holding steady.
- ACTG175 (Volunteer Income Tax Preparation) Enrollment peaked in SP19 (11). Enrollment has been between 6 and 3 for the last two academic years.

### iii. What efforts, if any, have been made to increase equitable access to your program? If more is needed, consider making it one of your program goals in the Action Plan.

The department intends to implement Zero Textbook Cost course materials within the coming year. By eliminating the cost of textbooks, more students will have access to education and be able to complete departmental courses.

## EFFECTIVENESS

### 4.A. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

**Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:**

#### i. How do the overall course success rates compare to the College and/or Division success rates?

The success and retention rate for accounting courses is lower than the success and retention rate for the college overall.

	College	College	Accounting	Accounting
	Success Rate	Retention Rate	Success Rate	Retention Rate
2016-2017	74.7%	87.3%	64.2%	83.3%
2017-2018	75.9%	87.8%	69.6%	84.4%
2018-2019	76.5%	88.3%	70.5%	87.3%
2019-2020	76.4%	91.6%	69.5%	87.2%
2020-2021	77.2%	98.6%	77.6%	99.9%
Total	76.1%	90.6%	69.6%	87.5%

# SKY Instructional Comprehensive Program Review

Further study will have to be conducted to analyze why the success rates for the accounting department is below the college-wide success rate.

**ii. What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).**

- Asian is the most successful ethnic group (81%)
- White Non-Hispanic is the next successful ethnic group (74%)
- Unreported (68%) and Multiraces (67%) are the next successful ethnic groups
- Hispanic/Latino (58%)
- Black-Non-Hispanic (52%) have the lowest success rate.

Female students are slightly more successful (71%) than male students (68%).

The most successful age group is the 40-49 range (74%) followed by the 29-39 age group (71%).

The 18-22 age range and the 50-59 age range have the same success rate of 69%.

The results of our department are in line with the overall results for the college with the exception of Black-Non-Hispanic students being more successful in other programs.

**iii. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?**

Felling of being unwelcomed, Inability to relate to the course material, and possible language barriers.

## **4.B. INDIVIDUAL COURSE SUCCESS RATES**

**Provide analysis of success rates for each active course. Is there a minimum success rate that you consider acceptable, and if so, what is it and why? Which courses are not at the acceptable minimum success rate? Which exhibit a success rate over time that fluctuates fairly dramatically? Which other courses are of concern to you, and why?**

- ACTG100 (Accounting Procedures) 67% overall success rate. Rates were lowest in 2016-2017 academic year. Rate has improved during the last three semesters.
- ACTG103 (Ten-Key Skills) 81% success rate. The rate was lowest in 2016-2017 academic year but has improved in subsequent years.
- ACTG121 (Financial Accounting) 65% overall success rate. There is no consistency in the success rates for the semesters. Success rates are higher during the summer sessions.
- ACTG131 (Managerial Accounting) 78% success rate. Success rate is more consistent semester to semester.
- ACTG144 (QuickBooks: Service Business) 68% success rate
- ACTG145 (QuickBooks: Merchandising Business) 63% success rate



## SKY Instructional Comprehensive Program Review

- ACTG154 (Governmental and Nonprofit Accounting) 79% success rate; FA20 success rate was 100%
- ACTG156 (International Accounting) 74% success rate-only taught once since SU1· ACTG169 (Accounting Ethics) 76% success rate; however, SP21 success rate was lowest at 69%
- ACTG171 (Federal Income Tax) 72% success rate
- ACTG172 (Business Income Taxes) 81% success rate
- ACTG175 (Volunteer Income Tax Preparation) 87% success rate

A success rate of 70% should be considered successful. This rate indicates that instructors are fostering success and neutralizing negative forces that lead to high dropout rates. A lower percentage may indicate a possible reassessment of how information is communicated to students or how grades are administered. Out of the 11 courses listed, four are registering success rates below 70%. Further analysis will have to be conducted to determine the reason for underperformance of students in these classes.

Currently, all the accounting courses are seeing an uptick in success rates.

### **4.C. COURSE AND PROGRAM SLO RESULTS**

**What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:**

**i. What percentage of course SLOs have been assessed during the past five years?**

**Number of Course SLOs:**

6

**Percentage:**

100

**ii. How well is the program meeting its PSLOs?**

The program is meeting the PSLOs with a 92% or higher in all areas. Our lowest success rate is 92.5%, Information Technology, and the highest success rate is in Communication Technologies and Legal Environment (100%). Average student success rate in all SLOs is 96.6%.

**iii. Are the PSLOs still relevant to your program? If not, what changes might be made?**

Yes

**iv. Drawing from the last six years of course SLO assessment, which course(s) and/or course SLO(s) are of concern (e.g., not met or inconclusive results, those with action plans)?**

The accounting department has done an excellent job in assuring that students complete the course SLOs. We consistently review the SLO results and modify our courses to ensure student are learning the required topics.

### **4.D. COURSE ENHANCEMENTS**

**Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses? If more is needed,**

## SKY Instructional Comprehensive Program Review

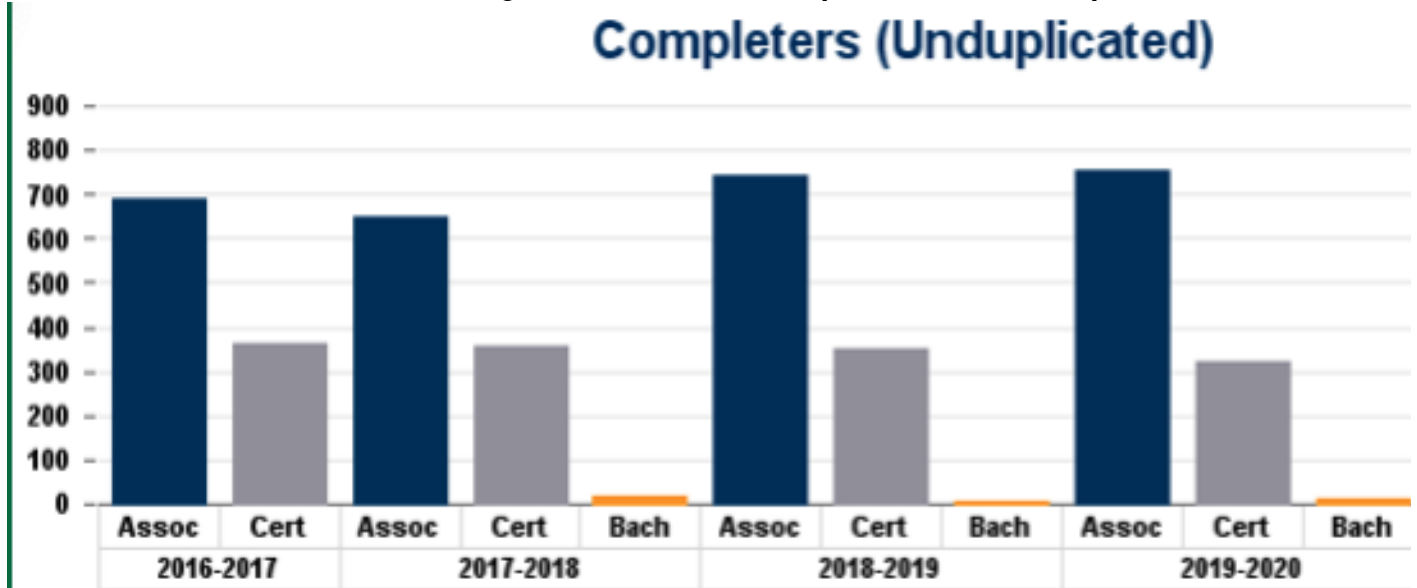
consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals.

ACTG100, ACTG121, ACTG144, and ACTG145 have traditionally had lower success rates. These are introductory courses, and many students are not prepared for the rigor these courses require. We encourage students to seek help by providing information on the availability of tutors in the Accounting Lab and the Learning Center. The Accounting instructors also contact students who may need additional help and encouraging them to seek assistance.

### 4.E. DEGREES AND CERTIFICATES

List each of the degrees and certificates separately. Comment on the number and trends in degrees/certificates awarded by your program. Specific questions to answer in your responses:

i. What do the data reveal about degree and certificate completion? time to completion?



Ethnicity	16-17	16-17	16-17	17-18	17-18	17-18	17-18	18-19	18-19	18-19
	Assoc	Cert	Total	Assoc	Cert	Bach	Total	Assoc	Cert	Bach
American Indian/Alaskan Native	0%		0%			6%	0%			
Asian	18%	22%	19%	19%	28%		21%	18%	17%	17%
Black/African American	2%	2%	2%	1%	2%	6%	2%	3%	3%	
Filipino	23%	8%	19%	23%	12%	28%	19%	26%	13%	17%
Hispanic/Latinx	29%	35%	31%	28%	28%	11%	28%	28%	34%	17%
Multiraces	7%	4%	6%	8%	5%	11%	7%	8%	7%	
Pacific Islander	1%	1%	1%	1%	1%	6%	1%	0%	2%	
Unknown	2%	1%	2%	2%	3%		2%	2%	3%	17%
White	17%	25%	20%	18%	20%	33%	19%	15%	22%	33%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Staying consistent with other results, Black/African American and Pacific Islander students are the lowest ethnic group to earn degrees and certificates.

Certificates:

## SKY Instructional Comprehensive Program Review

1. Accounting-Certificate of Achievement: 14 certificates have been earned since the 2018-2019 academic year. Nine certificates were earned during the 2020-2021 academic year.
2. Accounting-Computer Specialist Career Certificate: A total of two certificates were earned in the 2019-2020 academic year.
3. Accounting-Individual Tax Preparer: Last certificate was earned during the 2016-2017 academic year.
4. Accounting-Computer Specialist Certificate: One certificate was earned in the 2020-2021 academic year.

### Degrees:

1. Accounting-Associate in Science: no degrees have been awarded since the 2018-2019 academic year.
2. Accounting-Associate in Science (AS Degree): Ten Asian students have earned this degree since the 2018-2019 academic year. Total of 12 degrees were earned in the 2020-2021 academic year.

### ii. What changes do the data suggest are necessary for the program to explore?

Are the current certificate offering still relevant in the current job market? What other certificates could replace our current offerings?

Yes, based on the labor data, Accounting and tax jobs are projected to increase by 5.3% in the next 10 years. Given this information, we believe our offering are relevant in the current job market. The accounting department needs to increase its recruiting efforts for enrolling more students into our programs. We also need to work more closely with our students and our counselors to increase our graduation rates.

### **4.F. LABOR MARKET CONNECTION**

**If appropriate for your program, given labor market data related to your program, discuss current labor trends and how your program is addressing them. How are you incorporating any of the following into program planning: Labor Market and Trends (e.g., Centers of Excellence, Burning Glass), Performance for CTE Programs (Launchboard), and/or Advisory Boards? Report out on whichever source(s) are relevant to your program.**

Accounting is considered a top specialized skill within the finance industry. The average base salary is \$64,273. San Francisco has the highest base salary for accountants, which starts at \$65,600. Automation is the most significant factor affecting the demand for accounts over the next ten years. According to Robert Half, following are four of the skills accountants of the future need:

- Advanced Excel
- Business intelligence software and tools
  - Tableau
  - Power BI
  - WebFOCUS
  - Business Objects
- Microsoft Visual Basic
- QuickBooks (for positions with small and midsize firms)

# SKY Instructional Comprehensive Program Review

## **4.G. STUDENT FEEDBACK**

**Describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why.**

With the help of PRIE, feedback regarding the accounting department was requested from 283 current and former accounting students. Unfortunately, only nine students responded to the survey. Of the nine respondents, 77.8% had taken three or more accounting courses at Skyline. Counselors or an online search engine such as Google were responsible for steering students 89% of the students to our courses. 90% of the respondents stated that our courses met or exceeded their expectations. 62.5% of the respondents were in the 41-50 age group.

Because the low response rates can significantly impact the accuracy and reliability of the survey results, it is difficult to arrive at any conclusions.

## **4.H. CURRICULUM**

**Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please indicate whether the following tasks have been completed.**

**Secured approval of updated courses by the Curriculum Committee**

Yes

**Updated the Improvement Platform with new or changed SLOs, and requested from PRIE the addition of new courses after approval by the Curriculum Committee**

Yes

**Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness**

Yes

**Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee**

Yes

## **KEY FINDINGS**

**Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.**

### **5.A. CHALLENGES AND CONCERNS**

**Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.**

Weaknesses:

Even though the retention rate looks good, the drop rate was high.

Opportunities:

Potentially dual enrollment. As the baby boomer has arrived, seventy-five percent of CPAs going to retire. CPAs are in demand which, and we believe there will be more students enrolling in accounting courses.

Adjunct faculty needs

We have roughly 20 courses that we offer in the accounting and taxation area. Add to this the fact that our courses address key career education areas, which provide the knowledge and skills for students to build their future professional foundation. Yet, the staffing of our program does not match this reality. We need faculty to teach ACTG 175–Volunteer Income Tax Prep, ACTG 171–Federal Income Tax, and ACTG 172–Business Income Taxes.

## **GOAL**

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**ONGOING OR REVISED GOAL – Goal # 1 Provide Business Program Students with a Solid Foundation in Accounting Principles and Knowledge**

### **Goal and Desired Impact on Students**

Our curriculum consists of several courses, including financial accounting, managerial accounting, international accounting, financial statement analysis and taxation.

The financial accounting course teaches students the fundamental principles of accounting, including the preparation and presentation of financial statements, such as the balance sheet, income statement, and statement of cash flows. It also covers the accounting cycle, which includes the recording of transactions, adjusting entries, and closing entries. Additionally, students learn how to interpret financial statements and analyze financial data to make informed business decisions.

The managerial accounting course focuses on the use of accounting information for internal decision-making. It covers topics such as cost-volume-profit analysis, budgeting, variance analysis, and performance measurement. This course is vital for students who are interested in managerial roles, as it teaches them how to analyze and interpret financial data to make sound business decisions.

The international accounting course is a specialized course that teaches students about the accounting practices and standards used in different countries around the world. The course is designed to provide students with an understanding of the global accounting environment and to prepare them to work in international business and finance.

The financial statement analysis course is a specialized course that teaches students how to analyze financial statements and other financial information to make informed business decisions. The course is designed to provide students with a deep understanding of financial statement analysis concepts, tools, and techniques.

The taxation course covers the fundamental principles of tax law and prepares students to understand and comply with tax regulations. It covers topics such as tax planning, tax compliance, and tax research. Additionally, students learn how to prepare tax returns and analyze the tax implications of various business transactions.

Moreover, accounting departments provide students with opportunities to gain practical experience through internships and co-op programs.

### **Year Initiated**

2022 - 2023

### **Implementation Step(s) and Timelines**

## Implementation Steps

The department will continue to develop pedagogy for both face-to-face students as well as distance education. Four faculty have completed Canvas training and all of the faculty have attended CTTL workshops and plan on continued attendance. We strive to improve our retention and success rates for all students.

The department faculty have actively participated in SLOAC testing and analysis. We are working on pedagogy development to improve testing results although we have met or exceeded the criteria in each class taught during this program review period. Notably, the results have continued to rise from year to year, hopefully, due to our pedagogical changes.

The department has a premier accounting lab for TBA assignments, tutoring, and group work. Students have access to 36 computers. The lab is also used for special accounting classroom sessions which require student hands-on experience. The tutoring lab is staffed by a qualified accounting tutor 26 hours per week and these hours are supplemented by two full-time accounting instructors maintaining the open lab for an additional 16 hours per week. Not only is tutoring essential element of the lab, but most importantly, students can work in groups and coach each other improving student to student interaction. Kappa Beta Delta, the business honor society, and the Investment Club also use the lab for meetings and program development.

The SLO's in each accounting and tax class were examined in the CPR process. Most changes were choices of wording rather than substantive changes. All changes shall be entered into Nuventive at the beginning of the fall semester when the COR updates become active. The accounting department assesses each SLO each time a course is taught. We enter data based on the 3-year calendar of assessment. However, should accreditation requirements change, we have data for all semesters, all SLO's. The department is pleased to report that SLOAC testing continues to exceed the minimum standard set for each SLO. Testing results, recorded in Nuventive demonstrate that the department faculty continued pedagogy development has resulted in increased results. Faculty teaching a course discuss the results and talk about any changes in the course content, delivery, or technology.

Each accounting or tax class maps to at least one PSL0. The process of mapping the SLO's was very interesting. It required the faculty to discuss not only what each class should achieve but how the course content satisfies the program. This accomplishment took several drafts to complete.

Two instructors in the accounting department participated in the SLO assessment. Both faculty found that the critical skills in the course clearly added to the college's challenge to provide students with critical thinking skills and that current testing in the accounting program satisfies the college's needs. This is one area of the added responsibility that demonstrates results.

We are re-activating our KBD Chapter after pausing it due to Covid-19 safety precautions.

## Timelines

Fall 2023

### Mapping

- SKY College Values: (X - Selected)

- Academic Excellence: X
- Open Access: X
- Participatory Governance: X
- Student Success and Equity: X
- Sustainability: X

## STATUS

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### Goal Status Date

11/04/2022

### Academic Year Updated

2022 - 2023

**Goal Status**

On Schedule

**Goal Status Narrative**

We monitor course materials to ensure students learn the most up-to-date accounting rules and regulations. We will offer different modalities for students to complete our Accounting courses (HyFlex).

**Resource Request****Division Name**

Business, Education, and Professional Programs (BEPP)

**Year of Request**

2022 - 2023

**Resource Type**

Other

**Resource Name**

Adjunct Faculty

**Resource Description**

Taxation and QuickBooks

**Funds Type – Mark all that apply.**

Recurring Cost

**Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor’s Office.**

The Tax program at Skyline College has grown with the addition of the Individual Tax Preparer Certificate. By increasing our certificate offerings, we are expanding our departmental programs to meet the demand for tax professionals.

**Cost**

40,000

**Level of need, with 1 being the most pressing**

1

**FOR ADMINISTRATIVE USE ONLY****GOAL**

ONGOING OR REVISED GOAL Goal - Goal # 2 Increase Student Matriculation with Accounting Certificates and Degrees

**Goal and Desired Impact on Students**

The department degrees and certificates allow students to identify the curriculum to meet their goals. Students reentering college may need a short program to reenter the workforce. We provide the Accounting Computerized Specialist Certificate for those students. The certificate may be earned in as little as one semester. This certificate is stackable and can lead a student to change their goal and then earn an Accounting Certificate and perhaps an AS in Accounting. Most students who reach this goal then transfer to a four-year school to complete a bachelor’s degree.

The department provides AS Degree Program and four certificates:

- \* Accounting Certificate of Achievement
- \* Accounting Clerk Career Certificate
- \* Accounting Clerk in Government Accounting Certificate of Specialization
- \* Individual Tax Preparer Certificate of Specialization

Certificates and degrees in accounting and taxation lead to gainful employment in accounting and taxation. The Tax program at Skyline College has also grown. The first certificate is the Individual Tax Preparer Certificate. This level would prepare students to enter the workforce at a beginning level of tax preparation. A second tax certificate has been added to meet the need for advancement from a beginning tax preparer to Enrolled Agent Certification. The Enrolled Agent Exam Preparation Certificate is designed to achieve a beginning professional position in tax.

**Year Initiated**

2022 - 2023

**Implementation Step(s) and Timelines****Implementation Steps**

The department faculty have actively participated in SLOAC testing and analysis. We are working on pedagogy development to improve testing results although we have met or exceeded the criteria in each class taught during this program review period. Notably, the results have continued to rise from year to year, hopefully, due to our pedagogical changes.

The department has a premier accounting lab for TBA assignments, tutoring, and group work. Students have access to 36 computers. The lab is also used for special accounting classroom sessions which require student hands-on experience. The tutoring lab is staffed 26 hours per week by a qualified accounting tutor and these hours are supplemented by two full-time accounting instructors maintaining the open lab an additional 16 hours per week. Not only is tutoring an important element of the lab, but most importantly, students can work in groups and coach each other improving student to student interaction. Kappa Beta Delta, the business honor society, and the Investment Club also use the lab for meetings and program development.

Continuing to build the connection with CalCPA is our accounting students' connection to their profession. Core to CalCPA is enhancing the image and promoting the integrity of the CPA profession. CalCPA most directly influences key constituencies and public perception of CPAs through public and media relations as well as image advertising and community outreach programs.

**Timelines**

Fall 2022

**Mapping**- SKY College Values: (X - Selected)

- Academic Excellence: X
- Community Partnership: X
- Open Access: X
- Student Success and Equity: X
- Sustainability: X

**STATUS****Goal Status Date**

11/04/2022

**Academic Year Updated**

2022 - 2023

**Goal Status**

On Schedule

**Goal Status Narrative**

Along with our current certificates and accounting degrees, new certificates that have been developed include the Accounting Clerk Career Certificate and the Accounting Clerk in Governmental Accounting Certificate. These newly created certificates qualify students for employment in various business sectors.

**GOAL**

NEW GOAL - Goal # 3 Create Accounting Courses Offered Via HyFlex Modality

**Goal and Desired Impact on Students**

Offer students a HyFlex course option.

**Year Initiated**

2022 - 2023

**Implementation Step(s) and Timelines**



**Implementation Steps:**

- Instructor training in HyFlex pedagogy.
- Develop a pilot course utilizing the HyFlex modality.
- Offer pilot course in the HyFlex modality.

Our desire is not to start from scratch but to mix available material to present a comprehensive package for students. We will look for case studies and examples relevant to the students of Skyline College. All components will incorporate diverse perspectives and include contemporary issues in accounting.

**Timeline:**

- Spring 2023 - Fall 2023: acquire necessary equipment, instructor training, and perform any necessary course revision/redesign needed to implement the HyFlex modality for the pilot course.
- Spring 2024: launch HyFlex modality course.

**Mapping**

- SKY College Values: (X - Selected)

- Academic Excellence: X
- Open Access: X
- Student Success and Equity: X
- Sustainability: X

**Resource Request**

**Division Name**

Business, Education, and Professional Programs (BEPP)

**Year of Request**

2022 - 2023

**Resource Type**

Instructional Equipment

**Resource Name**

NeatBoard

**Resource Description**

Neat edges continuously closer to lessening the digital divide between the physical and virtual, helping people engage on video more naturally than ever before. Neat Symmetry presents everyone in the meeting room equally up close, whether they're sitting, standing or moving around. Focusing on whoever's talking and the expressions of others, Neat Symmetry enables remote participants to engage in more natural, free-flowing conversation. By setting a virtual width and depth to define the meeting space, the camera will avoid detecting, auto framing and following people that aren't part of your meeting.

**Funds Type – Mark all that apply.**

One-time Cost

**Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.**

Students choose between attending/participating in-person or online for each class meeting. Online participation is available in synchronous (e.g., Zoom meeting) or asynchronous (e.g., Zoom or Panopto recording) modes; sometimes both and sometimes in only one online mode. The flexibility is for the students, thus removing a barrier that requires students to attend a live session only by being on campus. This helps increase enrollment in the Accounting department as well as within the district.

**Cost**

6,000

**Level of need, with 1 being the most pressing**

1

**FOR ADMINISTRATIVE USE ONLY**

**GOAL**

NEW GOAL - Goal #4 Develop and Offer Zero Textbook Cost Courses in Accounting

## Goal and Desired Impact on Students

Zero Cost Text Books - develop the zero cost text books program for ACTG100 - Accounting Procedures, ACTG121 - Financial Accounting and ACTG131 - Managerial Accounting

## Year Initiated

2022 - 2023

## Implementation Step(s) and Timelines

### Implementation Steps:

We desire to remix information for the Financial Accounting course by combining OER resources and examples we have created, resulting in a zero-cost text for the students of Skyline and our sister colleges. The newly completed package will include content, test banks, video, PowerPoint, and additional miscellaneous material.

Our desire is not to start from scratch but to mix available material to present a comprehensive package for students. We will look for case studies and examples relevant to the students of Skyline College. All components will incorporate diverse perspectives and include contemporary issues in accounting.

We will research different resources, consult colleagues, and begin to incorporate OER source materials into our Spring 2023 course as a pilot test.

### Timeline:

Spring 2023: research available OER and ZTC resources.

Fall 2023: pilot the initial ZTC ACTG121 course.

Spring 2024: implement ZTC availability for all ACTG121 sections. Begin the process to convert additional Accounting courses to ZTC.

### Measure of Success:

We will solicit feedback from students and staff and based on the results of the surveys, make necessary revisions. Test scores and completion rates of the SLOs can be compared to the current text. If scores are the same or higher, this will be an indicator that the ZTC material is as good, or better, as the higher cost text.

Once the project has been approved, Hellen Zhang (the other full time accounting instructor) and I will consult with the adjunct instructors at Skyline and we will contact the accounting instructors at Cañada College and College of San Mateo to discuss using the ZTC materials developed by our department.

The creation of zero cost textbooks for ACTG121 and ACTG131 would support the creation of Business Administration AS-T and Business Administration CA as ZTC degree and certificate pathways as well as support Business Management AS as ZTC degree pathway development with minimal additional (BUS. and MATH) courses required to complete ZTC degree status.

## Mapping

- SKY College Values: (X - Selected)

- Academic Excellence: X
- Open Access: X
- Student Success and Equity: X
- Sustainability: X

## Resource Request

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### Division Name

Business, Education, and Professional Programs (BEPP)

### Year of Request

2022 - 2023

### Resource Type

Instructional Equipment

### Resource Name

Video Camera

**Resource Description**

The camera will be used to make videos that can be embedded into Canvas and the pages of an online textbook.

**Funds Type – Mark all that apply.**

One-time Cost

**Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.**

The priority of all three of the above is to create zero-cost textbooks. Providing students with videos and text enables the information to be absorbed in a different format, thus providing a more equitable experience for students.

**Cost**

600

**Level of need, with 1 being the most pressing**

1

**FOR ADMINISTRATIVE USE ONLY****Resource Request**

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**Division Name**

Business, Education, and Professional Programs (BEPP)

**Year of Request**

2022 - 2023

**Resource Type**

Technology

**Resource Name**

Vyond

**Resource Description**

Vyond will be used to make professional videos that can be embedded into Canvas and the pages of an online textbook.

**Funds Type – Mark all that apply.**

Recurring Cost

**Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.**

The priority of all three of the above is to create zero-cost textbooks. Providing students with videos and text enables the information to be absorbed in a different format, thus providing a more equitable experience for students who have varied learning preferences.

**Cost**

2,000

**Level of need, with 1 being the most pressing**

1

**FOR ADMINISTRATIVE USE ONLY****Resource Request**

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**Division Name**

Business, Education, and Professional Programs (BEPP)

**Year of Request**

2022 - 2023

**Resource Type**

Instructional Equipment

**Resource Name**

Green Screen

**Resource Description**

The green screen will be used to make professional videos that can be embedded into Canvas and the pages of an online textbook.

**Funds Type – Mark all that apply.**

One-time Cost

**Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.**

The priority of all three of the above is to create zero-cost textbooks. Providing students with videos and text enables the information to be absorbed in a different format, thus providing a more equitable experience for students.

**Cost**

400

**Level of need, with 1 being the most pressing**

1

**FOR ADMINISTRATIVE USE ONLY**

**Resource Request**

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**Division Name**

Business, Education, and Professional Programs (BEPP)

**Year of Request**

2022 - 2023

**Resource Type**

Technology

**Resource Name**

Articulate 360

**Resource Description**

Can be used to create interactive videos with branch scenarios. Helps keep students engaged with online content.

**Funds Type – Mark all that apply.**

Recurring Cost

**Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.**

The priority of all three of the above is to create zero-cost textbooks. Providing students with videos and text enables the information to be absorbed in a different format, thus providing a more equitable experience for students.

**Cost**

1,400

**Level of need, with 1 being the most pressing**

2

**FOR ADMINISTRATIVE USE ONLY**