

Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: leewheatcoleen@deanza.edu if you have questions.

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	Accounting	
Program Mission Statement:	The mission of the Accounting program is to challenge students of every background to develop their intellect, character, and abilities; and to achieve their educational and vocational goals in the discipline of Accounting. The focus of the program is to help students acquire the skills and knowledge they will need to help them transfer to a four year university as a Business or Accounting major and to train students in specific vocational skills that will increase their proficiency and employability in the field of accounting .	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	Transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Career/Technical	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded	28	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Number Certif of Achievement-Advanced awarded:	9	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program

Number AA and/or AS Degrees awarded:	35	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Academic Services and LR: # Faculty Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Student Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Staff Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support ,service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Faculty Employees	12	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees		For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Part-time Faculty Employees	19	For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees		For ALL programs. At this time only a numerical response will be

		accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
II.A-Growth and Decline of targeted student populations	Since 2008-9 Targeted students taking Accounting courses has declined slightly from 867 students to 807 students, however, there has been a slight increase from 12% 2008-9 and 2009-10 to 13% in 2010-11, so we continue to be fairly consistent in attracting the Targeted populations to our program.	Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html)
Trends in equity gap:	Success by Targeted students has dropped from 73% in 09-10 to 56% in 10-11 and we believe that as of the past and current academic year that students entering our program are in greater need of remediation than in the past. Moreover, a higher percentage of students taking classes in 08-9 had four year degrees compared to the current group.	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf , p.16. Briefly address why this has occurred.
Closing the student equity gap:	We are working toward utilizing the Tutorial Center to a greater degree and are utilizing early pre-tests to determine whether or not there is a need for math remediation before taking our courses. This is similar to what San Jose State is doing in their program with the hope of having a greater success rate with their students.	What progress or achievement has the program made relative to the plans stated in your program's 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation. If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.
Overall growth/decline in # students:	Because there is significant employment demand in the profession and we offer a broad range of accounting courses that can lead toward qualifying to sit for the CPA exam our enrollment remains high by historical standards. Our numbers dropped slightly (about 8%) from the 2009-2010 year, but overall our productivity remains strong.	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by internal/external regulations	The accounting profession continues to evolve and update its academic requirements for licensure. It is crucial we remain at the forefront of changes in the profession and keep our relations with four-year programs strong. The new transfer degree could impact our enrollment because we provide more hours of instruction, and thus, more units for our basic financial and managerial courses than our four-year counterparts. If there is a push to reduce the	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)

	<p>number of units as part of the compliance with the transfer degree, that could create some issues causing a net drop in enrollments.</p> <p>It should be noted that our students fare very well as majors at our primary transfer institution, San Jose State University, and the faculty there appreciate the preparedness of our students and often recommend our program for students needing additional units or those unable to access their accounting courses.</p>	
<p>Progress in “Main Areas of Improvement”</p>	<p>We continue work hard at staying current with the profession and integrating technology into our courses. We also will continue to remain vigilant in assessing trends in the four-year transfer schools.</p> <p>Our success (students succeeding in our courses) mirrors the college at 75% for the 2010-11 year, despite being known as one of the most rigorous programs in college.</p> <p>Accounting is a demanding and a rewarding profession. It is constantly evolving and our staff is dedicated to remaining at the forefront of the industry. We have an excellent mix of full-time instructors complimented by a strong part-time group who bring the real world updates</p>	<p>Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.</p>
<p>CTE Programs: Impact of External Trends:</p>	<p>For the foreseeable future we expect demand to be strong for our program given the needs of the industry and the economic health of Silicon Valley.</p>	<p>Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.</p>
<p>CTE Programs: Advisory Board Input:</p>	<p>Our advisory board is made up of several partners in large CPA firms with a high level government budget manager, professors from Santa Clara University and San Jose State University as well as high tech professionals. They have encouraged us to continue to offer a broad range of advanced courses that go beyond the traditional Financial and Managerial Accounting courses and recommend that we continue our innovation in dealing with accounting in technology, forensics and ethics.</p> <p>We rely heavily on our part-time professionals working in the field to help keep the program on the cutting edge - our advisory board is supportive of our approach and has offered to work with us to find part-time instructors in discipline specific areas to aid in that goal.</p>	<p>Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.</p>

<p>IV. A Budget Trends</p>	<p>The demand for accounting and business majors is expected to remain high in our area for the foreseeable future, however, the budget cuts exacted by the state have negatively impacted our ability to offer as many courses as we would like. With that said, we are optimistic we should be able to survive this difficult period allowing us to serve our core constituencies - transfer and vocational students.</p>	<p>Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with Budget, please ask your Division Dean to give you the information.</p>
<p>Enrollment Trends</p>	<p>We expect our trends from the last three years to remain stable with the possibility of slight growth depending on the vagaries of the economy.</p>	<p>Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.</p>
<p>V. A -Faculty Position Needed</p>	<p>No additional faculty needed.</p>	<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed</p>
<p>Staff Position Needed</p>		<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.</p>
<p>Justification for Faculty/Staff Positions:</p>		<p>Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.</p>
<p>Equipment Request</p>	<p>Included in measure C.</p>	<p>A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.</p>
<p>Equipment Title and Description, Quantity</p>	<p>We are not sure but we believe our desire for updated projection equipment in the accounting classrooms should be included in Measure C. We also need approximately \$1000 worth of updates for our subscription to_____</p>	<p>Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . .)</p>
<p>Equipment Justification</p>	<p>We rely heavily on the internet and computer images in our instruction and having reliable equipment is crucial to our mission.</p>	<p>Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life</p>

	In order to remain updated about the profession we need to subscribe to the American Acct Association Profession Updates.	expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.
Facility Request		Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility
Facility Justification		Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.
B Budget Augmentation		How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".
Staff Development Needs		What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?
SLOAC and PLOAC summary		What did you learn from your SLOAC and PLOAC activities this year?
Future plans	We plan on integrating new courses into our curriculum (Forensic Accounting, Accounting Information Systems, Accounting Ethics), remaining current on the state of the profession and working closely with our advisory group, San Jose State and Santa Clara University and similar institutions to provide the best possible avenues for our students.	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Michael Gough x8622	APRU writer's name, email address, phone ext.